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# **Food Stamp Nutrition Education Study**

## **Final Report**

**Prepared for:**

**U.S. Department of Agriculture  
Food and Nutrition Service  
Alexandria, VA**

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FOOD STAMP NUTRITION EDUCATION STUDY FINAL REPORT

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Most importantly, special thanks go to all of the project directors responsible for implementing the State nutrition education plans who contributed their time to complete survey forms and participate in the telephone interviews that provided much of the information for this project. Without their cooperation this report would have not been possible.

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# Executive Summary

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## A. Background

The purpose of this study is to provide FNS with descriptive information about how States have elected to provide nutrition education and information to food stamp recipients and eligibles. The specific objectives of the study are to:

- # Describe the organizational structure and administrative components of the agencies implementing food stamp nutrition education;
- # Describe the key design features of food stamp nutrition education activities, including setting goals and objectives, identifying the target audience and developing nutrition education messages;
- # Describe approaches being used by States to implement their nutrition education activities, including developing nutrition education materials and designing methods by which nutrition education can be delivered; and
- # Describe efforts to assess the effectiveness of the nutrition education programs, including examining barriers identified by the States that have affected their ability to implement their program, identifying some of the lessons learned by the implementing agencies, and discussing efforts made by agencies to conduct evaluations of their programs.

Data were collected through an abstraction of information contained in State nutrition education plans, a mail-out survey to implementing agencies, and follow-up telephone interviews. Data are presented in summary form, with detailed agency responses to key survey questions contained in the appendix.

## B. Organizational Structure and Administration of Food Stamp Nutrition Education

Unlike some programs where a single type of State agency is required to administer the program, food stamp nutrition education provides the opportunity for different types of State governmental agencies to negotiate agreements with the State Food Stamp Agency to become implementing agencies for the program. If they wish, State Food Stamp Agencies can even select more than one implementing agency to administer nutrition education in their State. Key components of the implementing agencies' organizational structure and administration follow.

- # Of the 38 States with approved food stamp nutrition education plans, 29 States had only one implementing agency, seven States had two implementing agencies, and two States had three or more implementing agencies.
- # Fifty implementing agencies were identified for this study. When examined, six different categories of implementing agencies were identified, including programs operating under 34 Cooperative Extension Services, five State public health agencies, four nutrition education networks, two State welfare agencies, four other university-affiliated programs not attached to Cooperative Extension, and one State Department of Aging. Seven States report having two implementing agencies in their State, while two States report having three or more.
- # Twenty-two agencies (44%) use one Statewide approach to nutrition education with activities generally targeting the same audiences, using the same materials, and following similar delivery protocols. Nineteen agencies (38%) use State-level administration, but develop customized plans for different target audiences and geographic areas. Nine agencies (18%) elect to use a system that allows for local administration and implementation of nutrition education activities.

### C. Key Design Features of the Food Stamp Nutrition Education

While agencies take a variety of approaches in designing food stamp nutrition education, they all follow three important steps in preparing their plans. These steps involve setting goals and objectives, selecting the target audience, and selecting specific nutrition education messages to be delivered. Agencies reported the following key design features in these three areas:

- # Agencies focus on setting both broad program goals and specific behavioral objectives. Most of the behavioral objectives are designed to help clients select healthful foods on a limited budget and improve on their food preparation skills.
- # The target audience selected by the most agencies are families, such as families with young children, single parents, pregnant women or parents of school-aged children. However, some agencies also target special populations, including persons with disabilities, the homeless, unemployed persons, and persons with chronic diseases. In addition, 57 percent of the agencies reported targeting individuals whose primary language is one other than English
- # Nutrition messages are designed to meet the behavioral objectives, so it is no surprise that 80 percent of the agencies report focusing their nutrition messages on purchasing healthy foods and eating a healthful diet. It is interesting to note that 61 percent of the agencies have developed formal data collection methods to help them develop nutrition messages to meet the needs of specific target populations. The most common methods for collecting these data are focus groups, client interviews, and reviewing existing literature.

## D. Materials and Methods Used by Implementing Agencies to Deliver their Nutrition Education Messages

The study examined the nutrition education materials used by the agencies and the modes of delivery used to present their nutrition education messages. The development of materials and modes of delivering nutrition that are acceptable to the target audience is key to the success of the program. Some of the key materials and methods identified by the agencies are presented below.

- # Agencies obtained nutrition education materials through a number of methods, including developing their own nutrition education materials, modifying materials developed by other agencies, or simply using materials from other agencies without any modifications. Sixty-six percent of agencies who reported developing their own material used one or more formal data collection methods to test their materials with their target audiences.
- # The methods used by agencies for delivering nutrition education include in-person delivery of nutrition education and mass media. Forty-five (96%) of the agencies reported using in-person delivery of nutrition education, 22 (47%) agencies reported using both in-person and mass media.
- # When providing in-person nutrition education, agencies used a combination of three different approaches: structured groups, structured one-on-one delivery of nutrition education; and unstructured individual or group nutrition sessions.
- # Agencies tended to select sites for the delivery of in-person nutrition education that were located in the target population's community, rather than in government or university facilities. The most popular site was community-based centers or buildings, which 36 agencies reported using.
- # Twenty-two implementing agencies (47%) reported using mass media as a mode of delivering nutrition education. The most common mass media method used was radio. Fifteen of these 22 agencies reported using radio advertisements, radio talk shows, or radio public service announcements as their mass media delivery method.
- # The majority of staff providing nutrition education work at the local level. Twenty-eight out of 36 agencies reporting educational level of staff delivering nutrition used peer educators who had a high school diploma/GED or never achieved a high school diploma/GED. A peer educator is a lay individual who has been trained to teach basic nutrition and the educator is a member of the community where he/she works. Agencies using peer educators felt that peer educators would be better accepted in the community and clients would be more accepting of the nutrition information provided.

## **E. Barriers and Lessons Learned by Implementing Agencies Conducting Food Stamp Nutrition Education Activities**

Some agencies were able to identify the barriers they have faced in developing their activities and reported on the lessons learned from implementing their nutrition education. Some of the important findings include:

- # Agencies have faced difficulties with both hiring and retaining staff to provide nutrition education. Finding bi-lingual staff and the low pay scales for nutrition educators were both cited as problems.
- # Agencies reported facing challenges trying to reach their target audiences, as many low-income clients are skeptical about the value of nutrition education. This skepticism results in difficulties with both recruiting new clients and with attendance at nutrition education sessions.
- # Several agencies reported problems working with collaborative agencies. Because low-income clients are likely to have contact with a number of agencies, both public and private, that provide some form of nutrition education, it is very important for agencies to coordinate their efforts so as to not appear contradictory or repetitive. Agencies reported that time and scheduling constraints most often played a role in their inability to work with collaborators.

Agencies also reported on their own efforts to evaluate their activities. Seventy-eight percent of the implementing agencies reported conducting both process and outcome evaluations. Implementing agencies primarily used the process evaluations to determine the number of clients served and to identify improvements that could be made to their methods of delivering nutrition education and developing their messages.

With regard to outcome evaluations, agencies reported using evaluation information to measure the effect of nutrition education on audience behavior, assess the audience knowledge of nutrition education, measure audience skills, and determine if they had changed audience attitudes. The outcome evaluation methods and units of measure differed so much across States that meaningful comparisons could not be made.

## **F. Conclusion**

The phenomenal growth of food stamp nutrition education over the last several years is a testament to both its importance and popularity. However, with continued growth, FNS will likely face a number of challenges over the next few years. Some of these potential challenges include:

- # The need to ensure better service delivery coordination between the various nutrition education activities sponsored by FNS and other Federal agencies;

- # The need to facilitate coordination between agencies delivering in-person nutrition education with agencies delivering nutrition education through social marketing and mass media; and
- # The need to develop reporting systems to report both the number of clients being served by agencies and agency progress in meeting goals and objectives.

# CHAPTER I

## Introduction and Background

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The Food and Nutrition Service (FNS) of the U.S. Department of Agriculture (USDA) has taken a leadership role in promoting nutrition education for low-income Americans and particularly for participants in its nutrition assistance programs. Along with its continued efforts to provide basic nutrition assistance to low-income Americans, FNS is fostering nutrition education efforts to *facilitate the voluntary adoption of eating and other nutrition-related behaviors conducive to health and well being*.<sup>1</sup> While nutrition education is expanding in many FNS program areas, it is through the Food Stamp Program (FSP) that FNS has the potential to reach the largest number of low-income Americans.

This chapter provides an overview of the role of nutrition education in FSP and describes the purpose and methods associated with this study of nutrition education activities. It concludes with an overview of the remaining chapters of the report.

### A. The Role of the Food Stamp Program in Providing Nutrition Education

In recent years, FNS has launched several efforts directed towards providing nutrition education to food stamp recipients. This section provides a brief overview of the Food Stamp Program and FNS efforts designed to expand and improve nutrition education for food stamp recipients.

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<sup>1</sup> Contento, I., Balch, G.I., Bronner, Y.L., et al. "The Effectiveness of Nutrition Education and Implications for Nutrition Education Policy, Programs, and Research: A Review of Research." *Journal of Nutrition Education* 27(6); Nov/Dec 1995: 279.

## **1. Overview of the Food Stamp Program**

The Food Stamp Program is the largest FNS nutrition assistance program. The goal of the FSP, as envisioned by Congress in the early 1960s, remains constant today: to provide low-income Americans with access to a healthy, nutritious diet.

With the passage of Federal welfare reform, the Federal government and States are placing a strong emphasis on helping food stamp beneficiaries become self-sufficient and maximizing the effectiveness of this program. As a consequence, there is growing interest among Federal and State policymakers in nutrition education. This interest is based in part on the philosophy that providing nutrition education to food stamp recipients can help them provide their families with a nutritious diet while they are on the program and as they make the transition from welfare to work.

## **2. The Food Stamp Program Nutrition Education Option**

Under the FSP regulations, States have the option to include nutrition education activities to food stamp participants as part of their administrative operations. Food stamp nutrition education covers activities that are designed with the purpose of motivating, within a limited budget, healthy eating and lifestyle behaviors by all food stamp recipients that are consistent with the most recent dietary advice as reflected in the USDA's *Food Guide Pyramid* and the *Dietary Guidelines for Americans*.

States that choose to include nutrition education in their FSP operations must submit a Nutrition Education Plan (NEP) to FNS that describes the nutrition education activities the State will conduct during the coming fiscal year and provides a specific budget and justification for those activities. If a State receives approval from FNS for its NEP, FNS will reimburse the State for 50 percent of the allowable costs expended, the same rate FNS provides for all State FSP administrative functions.

### **3. Implementing Food Stamp Program Nutrition Education Plans**

While the State agency administering the FSP is responsible for submitting a single State plan for nutrition education activities, it never is not the agency conducting the nutrition education activities. State FSP agencies enter into agreements with other agencies within their States that are better equipped in terms of both professional staff and experience to provide nutrition education to low-income audiences. These implementing agencies develop a NEP and present their plans to the State FSP agency for approval. In many cases, these implementing agencies are affiliated with State land grant universities and operate under the Cooperative Extension Service. In other cases, a State Department of Public Health or Department of Education may be an implementing agency. Where multiple implementing agencies exist, the State Food Stamp agency reviews and approves the individual plans submitted by the implementing agencies and then combines the activities into a single plan for submission to FNS for approval.

### **4. Cooperative Agreements to Create State-level Nutrition Education Networks**

In October 1995, following up on an FNS demonstration project of community-level nutrition education networks, FNS awarded State Nutrition Education Cooperative Agreements to 12 States to establish State-level nutrition education networks. In October 1996, FNS granted one-year extensions to these original, States and awarded two-year cooperative agreements to 10 additional States.

The cooperative agreements funded the development of State-level nutrition networks comprising State and local government agencies, nonprofit organizations, and representatives of private industry. The purpose of the networks was to create a State-level organization that would expand, coordinate, and integrate innovative nutrition education messages, with a focus on recipients of public food assistance programs. The target audience has been individuals and families eligible for or currently participating in the FSP. The networks were specifically charged with utilizing social marketing techniques to reach a large number of food stamp

participants and food stamp-eligible individuals with well-researched, tailored nutrition education messages and materials.

To sustain their funding after the two-year cooperative agreement ended and to promote coordination with existing food stamp nutrition education activities in States, FNS encouraged these networks to incorporate their nutrition education activities into their State's NEP.

## 5. Content Requirements for State NEPs

Federal guidance to States describes the content requirements for State NEPs. Specifically, NEPs must contain the following information:

- # ***A description of proposed nutrition education activities***, including:
  - S The nutrition messages associated with the project's activities;
  - S The behavioral objectives targeted for change;
  - S The organization(s) responsible for delivering the activities;
  - S The target audience, how its nutrition education needs have been or will be assessed, and plans to incorporate the results of this assessment into development and delivery of the nutrition message;
  - S Timelines for the project activities; and
  - S The evaluation component proposed for the activity, including the type of evaluation, data collection methods, and analysis of the outcome.
  
- # ***A description of the nutrition program staff***, including the number and type of staff who will be conducting the nutrition education activities.
  
- # ***Assurances that the activities will be for the exclusive benefit of Food Stamp Program participants and applicants*** (unless the State applies for and receives an FNS-approved waiver to also provide nutrition education to FSP target populations, rather than restricting efforts to active FSP participants).

## B. Purpose of This Study

The purpose of this study is to provide FNS with descriptive information about how food stamp nutrition education activities have been implemented in States sponsoring such programs. Over the last several years, FNS has witnessed the rapid proliferation of State NEPs and exponential growth in Federal reimbursement dollars for nutrition education activities targeting food stamp-eligible households. In FY 1992, only nine States had utilized the FSP nutrition education option and the total Federal cost of this portion of the program was just over \$461,000. By FY 1997, the time period of this study, the program covered 38 States, with an estimated Federal cost of \$46.1 million.

This descriptive study seeks to provide FNS with information that can help assess States' implementation of nutrition education for food stamp eligibles and recipients. The specific objectives of this study are to:

- # Describe the organizational structure and administrative components of the agencies implementing food stamp nutrition education;
- # Describe the key design features of the food stamp nutrition education, including setting goals and objectives, identifying the target audience and developing nutrition education messages;
- # Describe approaches being used by States to implement their nutrition education activities, including developing nutrition education materials and products, and developing delivery methods; and
- # Describe efforts to assess the effectiveness of the nutrition education activities, including examining barriers identified by the States that have affected their ability to implement their activities, identifying some of the lessons learned by the implementing agencies, and discussing efforts made by agencies to conduct evaluations of their activities.

## C. Methodology of the Study

This section describes the methods used for data collection and the resulting data analysis.

### 1. Data Collection

Data was gathered in these steps:

# ***A review and data abstraction from State NEPs.*** The study team obtained each of the 38 State food stamp NEPs that had been approved for FY 1997. Within those plans, 54 implementing agencies were initially identified as being responsible for extensive nutrition education activities. A data abstraction document was developed and data related to the States' operation of food stamp nutrition education were extracted from each plan. Where information was missing or not clear, notes were made in order to follow up with State officials in later data collection efforts.

# ***A mail-out survey of all implementing agencies.*** A mail-out survey was developed to obtain information that was not included in the State plans. Specifically, information was needed about how the food stamp nutrition education was actually implemented once the plan had been approved and to identify barriers to implementing the proposed plans.

Prior to mailing the survey, three of the States where two separate implementing agencies had been identified, reported that both implementing agencies fell within the organizational structure of a single agency, so officials from these States wished to combine their answers for the two implementing agencies onto one form. In addition, one implementing agency indicated that they had not yet begun to implement their program, so no information was available. Therefore, the total number of implementing agencies identified for this study was consolidated to 50.

Surveys were then sent to all 50 of the implementing agencies. Forty-seven of the 50 agencies responded to the survey, a 94 percent response rate.

# ***A follow-up telephone survey of those responding to the mail-out survey.*** In order to clarify data received through both the State plan data abstraction and the mail-out surveys, a follow-up telephone survey was conducted of those officials responding to the mail-out survey. In addition to clarifying data obtained from the State plan data abstraction and the mail-out survey, the telephone survey also allowed the data collectors to ask several open-ended questions regarding the implementation of the agency's NEP. These open-ended questions provided qualitative data regarding implementation of the

plans. A total of 44 implementing agencies out of the 47 responding to the mail-out survey participated in the telephone survey.

## **2. Data Analysis**

The purpose of this study is to describe how food stamp nutrition education is being implemented by the States. However, deciding at what level these descriptions should be conducted became a major issue for the data analysis. Because FNS recognized the State FSP agency as the organization responsible for overseeing the implementation of the State plan, consideration was given to analyzing these data and describing the nutrition education activities at the State level.

However, this approach does not allow data to be separated for implementing agencies when two or more exist within one State. One of the goals of the study is to examine if differences in both the approach to nutrition education delivery, target audiences, and implementation methods exist between different types of implementing agencies and between multiple implementing agencies within a State. For example, a State with multiple implementing agencies may have one set of activities directed by the Cooperative Extension Service and another set run by an FNS-funded nutrition education network. The former may utilize one-on-one or group methods to deliver their nutrition education messages, while the latter likely emphasizes a social marketing approach to delivering nutrition education. Each of these implementing agencies has a separate memorandum of agreement with the State Food Stamp Agency, a separate budget, and a separate plan for implementation.

As a result, the most useful unit of analysis for this study was determined to be the implementing agency, rather than the State. This decision allows for a more accurate description of large State-agency efforts to plan and administer their food stamp nutrition education. In a few cases, such as with reporting approval of State-requested waivers, data are displayed at the State level.

## Organization of this Report

This report is divided into five chapters. This first chapter provided background information on the study as well as a description of the study methodology. Chapter II describes the organizational structures and administrative components of the implementing agencies. Chapter III describes setting goals and objectives for the nutrition education and selecting the target audience and messages. Chapter IV describes the methods by which nutrition education materials and products are developed and the delivery of nutrition education messages. The final chapter discusses issues related to the effectiveness of the activities, including the barriers faced by agencies in implementing the activities, lessons learned by implementing agency officials, and efforts on the part of implementing agencies to evaluate their activities.

Data presented in these chapters have been synthesized and presented in summary fashion. Tables presenting more detailed information on key survey responses from individual implementing agencies are provided in Appendix A. As noted earlier, copies of data collection instruments are located in Appendix B.

## CHAPTER II

# Organizational Structure and Administration of Food Stamp Nutrition Education

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Upon making the decision to provide food stamp nutrition education, one of the first decisions a State Food Stamp Agency must make is how to implement its activities. State Food Stamp Agencies have neither the professional staff nor the experience to conduct nutrition education activities; therefore, they must rely upon other agencies within their State to plan, organize, and implement food stamp nutrition education. In turn, these implementing agencies must make a number of decisions related to how the State's food stamp nutrition education will be organized and administered.

In this chapter, the key elements of implementing agencies' organizational structures and program administration are discussed, including the number and type of implementing agencies selected to administer food stamp nutrition education, key administrative issues addressed by implementing agencies, and collaborative efforts made by the implementing agencies to plan and coordinate delivery of nutrition education services with other providers.

### **A. Number and Type of Agencies Administering Food Stamp Nutrition Education**

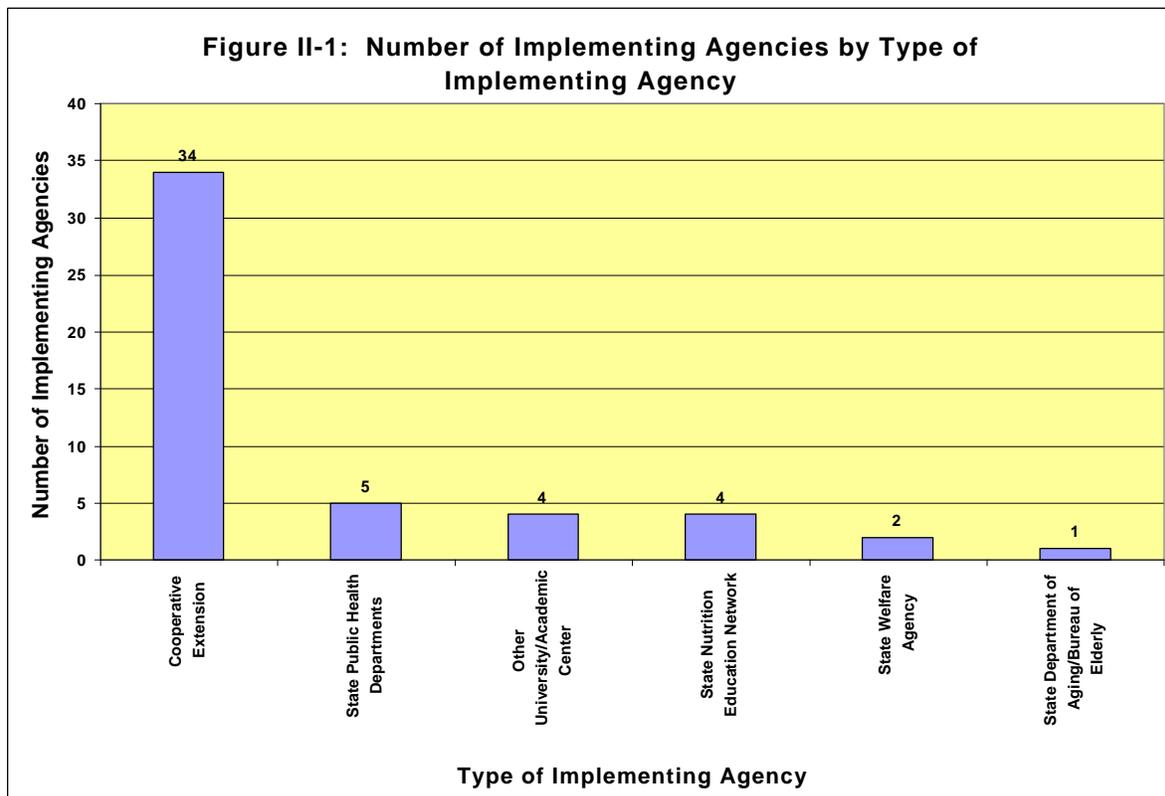
The delivery of nutrition education services to the food stamp population is somewhat unique when compared to other FNS-sponsored nutrition education programs. Most FNS-sponsored nutrition education is delivered through agencies or organizations that deliver other program benefits to a participant. For example, the WIC program provides nutrition education at the same clinical setting where program benefits are delivered. Team Nutrition supports nutrition education through school districts, where low-income children may be receiving free or

reduced-price school lunches and breakfasts. Because nutrition education for food stamp recipients is an optional component of the FSP, and usually not administered by the State or local agency that delivers food stamp benefits, it can be administered by any interested State agency selected by the State Food Stamp Agency and approved by FNS.

The traditional providers of nutrition education to the food stamp population have been affiliated with the Cooperative Extension Service. With the advent of FNS-sponsored nutrition education networks, other governmental agencies became interested in sponsoring and administering food stamp nutrition education. This interest has resulted in some States having more than one State government agency administering food stamp nutrition education activities.

Of the 38 States with approved FSP nutrition education plans, 29 (76%) had only one implementing agency, while seven (18%) had two implementing agencies, and two (6%) had three or more. In the States where multiple implementing agencies exist, all had developed formal agreements with the State Food Stamp Agency, had created separate plans for delivering nutrition education, and had separate budgets. The number of States with multiple implementing agencies is likely to have increased since data were collected, as additional FNS-sponsored nutrition education networks were being developed during 1997, but had not yet submitted plans to FNS for approval.

One of the unique aspects of food stamp nutrition education is the diversity of the sponsoring agencies chosen to implement the activities. Of the 50 implementing agencies identified in this study, Cooperative Extension service makes up the majority of implementing agencies (68%). Other approved implementing agencies include nutrition networks with decision-making authority that goes beyond a single State agency; State public health departments; academic centers not affiliated with the Cooperative Extension Service; State welfare departments; and a State Department of Aging. Figure II-1 shows the number of implementing agencies by type of agency.



It is interesting to note that four implementing organizations defined themselves as nutrition education networks. While these networks are required to have a single State governmental agency act as their fiscal sponsor, they consider themselves independent of a single State governmental agency, as decisions about how money is spent and how nutrition education activities are run are made by a collective group of participating network members.

## **B. Administration of Food Stamp Nutrition Education**

When implementing agencies were asked about key issues they faced in designing and administering their food stamp nutrition education, two important factors stood out. First, the implementing agencies needed to decide on an administrative structure under which nutrition education services could be delivered. Second, the agencies had to work with the State Food Stamp Agency and FNS to receive waivers from Federal regulations that would otherwise

severely limit their target audience and their ability to maximize resources. This section examines these two issues and describes how implementing agencies have addressed them.

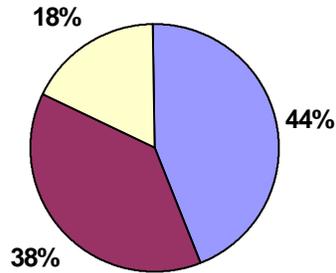
## 1. Administrative Structure of Food Stamp Nutrition Education Programs

The study explored how the implementing agencies administered their food stamp nutrition education and examined the type of organizational structure they were using to direct nutrition education activities. In particular, there was interest in determining if nutrition education activities were administered and directed at the State level or by local-level providers. Three overall categories of administrative structure and organization were identified:

- # ***State-level administration with one overall approach to providing nutrition education.*** The approach used most often by the implementing agencies involved direct State-level administration of the food stamp nutrition education activities. In these agencies, the approach to developing and implementing the nutrition education activities was standardized across the State. This means that target audiences, materials, and delivery protocols were common in all geographic areas of the State.
- # ***State-level administration with individual plans for different program areas.*** A second approach to administering food stamp nutrition education was to have a single overall State-level administration, but to customize the delivery of nutrition education for different target populations and geographic areas. This approach means that while the State implementing agency maintained direct control over planning the activities of those delivering nutrition education, different target audiences and messages may have been selected in different geographic areas. Plans for implementing the nutrition education activities were then customized to fit the needs of the geographic area identified. For example, the implementing agency may have identified the elderly as a target population in one part of the State and children in another.
- # ***Local administration and implementation of nutrition education activities.*** Under this approach, the State-level sponsoring agency allowed local agencies to develop and implement nutrition education activities customized to their local area. Local agencies were responsible for developing NEPs and submitting them to the State for approval.

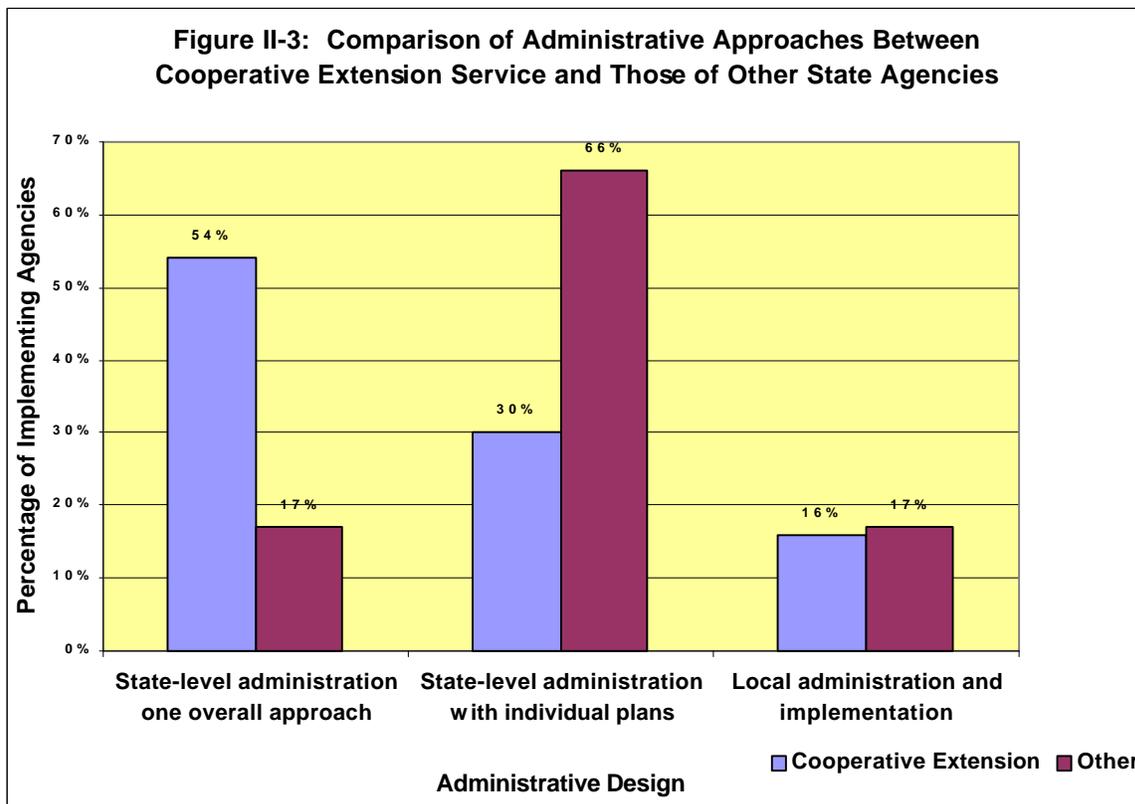
Figure II-2 displays the percentage of all implementing agencies using each of the above approaches to administer their programs.

**Figure II-2: Implementing Agencies' Approach to Administering Their Food Stamp Nutrition Education Programs by Type of Approach**



- State-level administration one overall approach
- State-level administration with individual plans
- Local administration and implementation

The majority of implementing agencies affiliated with the Cooperative Extension Service elected to administer their programs through one Statewide approach (54%), while the majority of agencies not affiliated with Cooperative Extension chose to administer their programs through a Statewide approach with individual plans for different program areas (66%). At the same time one-sixth of all agencies chose to administer and implement their nutrition education programs at the local level. Figure II-3 compares the administrative approaches taken by those agencies sponsored by Cooperative Extension and those that were not.



## 2. Waivers of Administrative Regulations

When States first began to take advantage of offering the optional food stamp nutrition education activities, administrative issues arose that made it difficult for some agencies to operate. In particular some of the issues faced by agencies dealt with two Federal regulations which put limits on implementing agencies’ ability to serve low-income clients and obtain money from private sources.

One of the first issues faced by some programs was a Federal regulation which requires that food stamp administrative dollars be spent only for the benefit of food stamp participants. This regulation was a problem for the implementing agencies for several reasons. First, the regulation significantly limited the target audience at a time when most implementing agencies found it more cost-effective to serve both food stamp recipients and potentially eligible food stamp recipients. Second, implementing agencies wished to utilize materials developed with

FSP administrative funds to provide information to both food stamp recipients and low-income individuals not enrolled in the FSP, thus maximizing the potential benefits of available resources. Finally, when FNS decided to sponsor nutrition education networks that would be delivering nutrition education through social marketing techniques to mass audiences it became impractical, if not impossible, to limit their efforts to food stamp recipients only. In order to allow implementing agencies flexibility in this regard, FNS allowed States to request waivers to this Federal regulation. The waivers were designed to allow implementing agencies the ability to serve both food stamp recipients and those who may be eligible for, but not receiving, food stamps.

A second Federal regulation also created some problems for implementing agencies. Many implementing agencies wished to develop working partnerships with private commercial companies as well as with other private agencies, such as commodity boards and agricultural product promotion organizations, that were interested in nutrition education for low-income audiences. As agencies developed collaborative relationships with these private agencies, opportunities came about to increase the funding of nutrition education activities through private cash donations. However, because the funding of food stamp nutrition education activities is considered reimbursement of State administrative dollars, private money given to the State for providing nutrition education was not eligible for the Federal reimbursement of 50 percent of administrative costs. To remedy this problem, FNS permitted States to apply for waivers to allow private cash donations spent on nutrition education to be accepted as part of the State's share of administrative costs.

All 38 States reported having applied for one or the other of these waivers, but some had not yet been approved by the time data collection for this study was complete. Thirty-one out of 38 States (82%) had an approved waiver to allow providing nutrition education to FSP eligibles not participating in the FSP, and 20 (53%) had a waiver to allow for private cash contributions to be considered a reimbursable expense. Table II-1 displays the number of States with approved waivers at the time of data collection. By obtaining these waivers, implementing agencies were able to reach more low-income individuals who need nutrition

education, and implementing agencies were able to expand the activities and to increase the number of activities that could be offered.

<b>Table II-1. Number of States with Approved Waivers at Time of Data Collection (N=38)</b>	
<b>Type of Waiver</b>	<b>Number of States Approved</b>
Waiver of exclusivity clause to allow nutrition education to be provided to both FSP recipients and eligibles (7 CFR 272.2 (d) (2) (iii))	31
Waiver allowing for private cash donations to be credited as a State expenditure and eligible for 50:50 reimbursement 7 CFR 272.4 (c) & (d)	20

### **C. Collaborative Efforts of Implementing Agencies**

While food stamp nutrition education is an important source of nutrition information for low-income audiences, it is not the only one. One of the important issues the implementing agencies had to consider was whether or not to attempt to coordinate their planning and administration of food stamp nutrition education with other State and local nutrition education efforts.

In general, two different types of collaborative arrangements were made by the implementing agencies who reported having developed collaborative relationships: formal advisory groups and informal collaborative relationships. Informal collaborations were relationships that implementing agencies had with other organizations or agencies interested in nutrition education for low-income populations. The collaborating organizations or agencies provided aid or support for nutrition education activities. Formal advisory groups served in the same capacity as informal collaborations except that organization and agencies participating in advisory groups had input into how the nutrition education activities were conducted.

Although 44 agencies (88%) reported having collaborative relationships, only 42 agencies reported the type of collaborative arrangements. Among these agencies, a total of 14 (33%) reported developing both formal advisory groups and informal collaborative relationships, while 27 agencies (64%) reported having developed informal relationships only, and only one agency (2%) reported developing a formal advisory group, but not having any informal collaborative relationships.

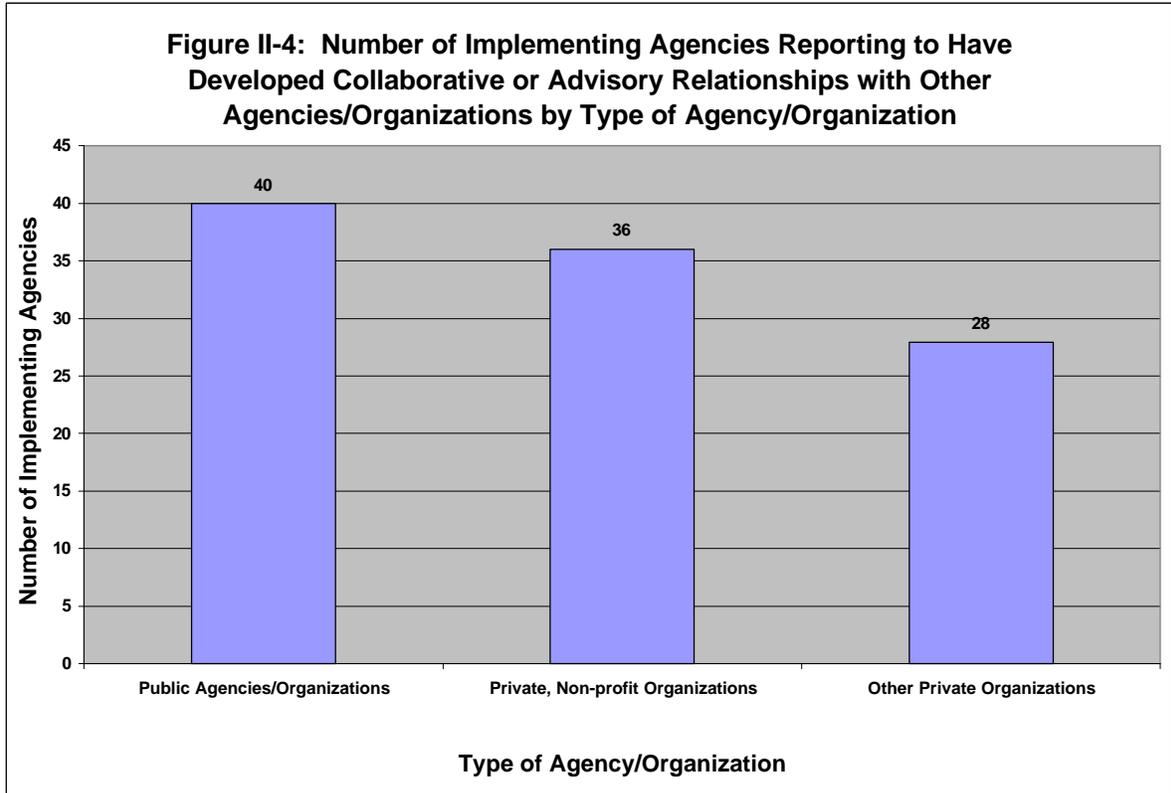
Also examined was whether the method by which the implementing agency administered their program had any effect on their development of collaborative relationships. As can be seen in Table II-2, the majority (74%) of agencies using one Statewide approach developed no formal advisory groups, but reported developing informal collaborative arrangements. In contrast, the majority (53%) of agencies who used a Statewide approach but developed different program approaches for geographic and program areas developed both formal advisory groups and informal collaborative relationships. Finally, a majority (78%) of agencies that administered their programs primarily at the local level developed only informal collaborative arrangements.

<b>Table II-2. Number and Percentage of Implementing Agencies Developing Collaborative Relationships by Type of Relationship and Administrative Structure of the Agency (N=45)</b>				
<b>Type of Administrative Structure</b>	<b>Type of Relationship</b>			
	<b>Formal Advisory Group; No Informal Collaborative</b>	<b>No Formal Advisory Group; Informal Collaborative</b>	<b>Formal Advisory Group; Informal Collaborative</b>	<b>No Formal Advisory Group; No Informal Collaborative Relationships</b>
State-level administration one overall approach	1 (0.5%)	14 (74%)	3 (15%)	1 (0.5%)
State-level administration with individual plans	0 (0%)	6 (35%)	9 (53%)	2 (12%)
Local administration and implementation	0 (0%)	7 (78%)	2 (22%)	0 (0%)

Data regarding collaborative efforts were analyzed with regard to the general category of agency with which the collaborative efforts were made. Three general categories of collaborative agencies were identified:

- # Public agencies, including State and local governmental and educational organizations;
- # Private, non-profit agencies, such as the American Cancer Society and emergency food providers; and
- # Other private organizations, such as companies representing the food industry, retail grocers, and health care industry organizations.

Figure II-4 below displays the number of implementing agencies responding to the mail-out survey who developed collaborative relationships with organizations in each of these three categories.



In summary, the implementing agencies took a number of approaches in deciding how to organize and administer their food stamp nutrition education. In the next chapter setting goals and objectives for the program, selecting the target audience, and selecting the nutrition messages are discussed.

## CHAPTER III

### Key Design Features: Goals and Objectives, Target Audience, and Nutrition Messages

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This chapter discusses the key issues faced by implementing agencies in designing food stamp nutrition education. While agencies take different approaches to designing the delivery of nutrition education services, there are a number of basic steps each must follow to prepare their State plans, including the following:

- # Setting goals and objectives for the program;
- # Selecting the target audience for the program; and
- # Selecting the specific nutrition education messages to be delivered.

Findings related to each of these areas are reported in this chapter.

#### A. Setting the Goals and Objectives for Food Stamp Nutrition Education

One of the first steps in designing and implementing food stamp nutrition education is to develop goals and objectives. These goals and objectives become the basis for developing nutrition education messages, selecting the target audience, identifying methods of delivery, and selecting materials and products to convey the messages. All of the implementing agencies are required to establish goals and objectives for their food stamp nutrition education and present them in their State plan.

## 1. Developing Overall Goals for the Program

Data on overall program goals were abstracted from the State plans and grouped into four broad categories:

- # Increasing the nutrition knowledge of the target audience;
- # Changing the nutrition-related behavior of the target audience;
- # Improving or increasing the food and nutrition skills of the target audience; and
- # Improving the attitudes of the target population regarding healthy eating.

When data for the 50 agencies were analyzed, 10 of 50 implementing agencies (20%) included all four goals in their plan, 20 agencies (40%) included three goals, 15 agencies (30%) included two of the goals and five agencies (10%) included only one of the goals. Table III-1 displays the number and percentage of all implementing agencies reporting each of the four program goals. The goal of improving participant attitudes was the least popular goal included, being identified by only 56 percent of the implementing agencies.

<b>Table III-1. Number and Percentage of Implementing Agencies Reporting Broad Educational Goals by Type of Goal (N=50)</b>	
<b>Broad Educational Goal</b>	<b>Number and Percentage of Implementing Agencies</b>
Increased Knowledge	44 (88%)
Changed Behavior or Practices	43 (86%)
Improved or Increased Skills	42 (84%)
Improved Attitudes	28 (56%)

## 2. Developing Program Objectives

Once broad goals are established, they become operational through the development of specific behavioral objectives. The behavioral objectives established by the implementing agencies tie directly to both the type of nutrition education messages and the methods to deliver the messages. While all of the implementing agencies listed a number of behavioral objectives, the most common, noted by 40 (80%) of the agencies, was to improve the shopping skills of the target population. This objective ties in directly with the overall FNS goal for food stamp nutrition education of helping people make healthy food selections on a limited budget. Also common on the list of behavioral objectives, and reported by 37 agencies (74%), were improving the food budgeting skills of the target population and changing food consumption patterns. Table III-2 displays the ten most common objectives developed by the implementing agencies and the number including them in their plan.

<b>Table III-2. Number of Implementing Agencies Reporting Behavioral Objectives by Type of Specific Objective (N=50)</b>	
<b>Behavioral Objective</b>	<b>Number and Percentage of Implementing Agencies Including Objective in Their Plan</b>
Improving Shopping Skills	40 (80%)
Improving Food Budgeting Skills	37 (74%)
Changing Consumption Patterns	37 (74%)
Improving or Expanding Skills in Food Preparation	36 (72%)
Improving Skills in Food Safety	33 (66%)
Improving Skills in Food Storage	28 (56%)
Improving Self-Esteem	13 (26%)
Improving other Household Budgeting Skills	11 (22%)
Weight Management or Weight Reduction	10 (20%)
Improving Meal Planning and Time Management Skills	5 (10%)

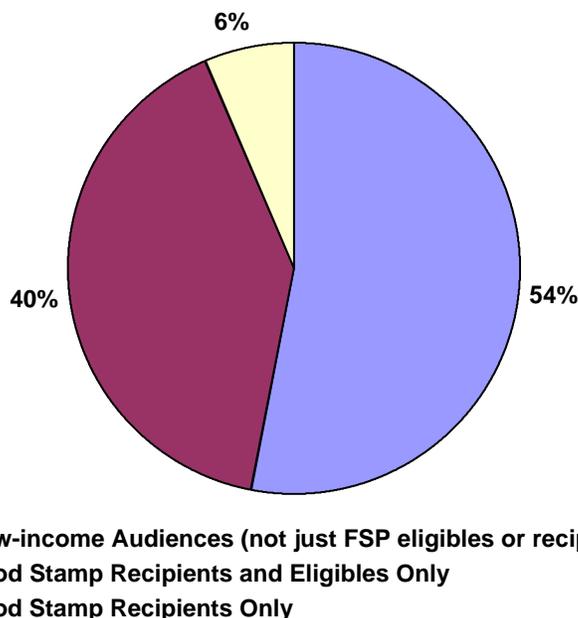
## **B. Identifying the Target Audience**

Unlike some Federal nutrition programs that are designed to serve a specific age or gender group, the FSP serves a large and diverse audience. One of the key elements of developing food stamp nutrition education is to narrow the target audience to one that can be addressed with common goals and objectives. The next section examines the methods used for identifying and selecting target audiences and the demographic profiles of the target audiences selected.

### **1. Methods for Identifying and Selecting Target Audiences**

One of the first steps in selecting the target audience is to identify the universe of potential clients. As was noted in earlier chapters, the implementing agencies may elect to serve only active FSP participants or they may target the broader audience of potentially eligible individuals. Implementing agencies were asked to report how they would categorize their broad target audience. A few implementing agencies reported that they only target food stamp recipients, while a larger group reported either targeting food stamp recipients and potential eligibles only or simply low-income audiences. Figure III-1 displays the percentage of implementing agencies targeting each of these three general groups.

**Figure III-1: Percentage of Implementing Agencies Targeting Types of Low-Income Audiences**



Once the general target audience is selected, it is important to identify methods by which specific populations within the general target audience can be selected. This step is important not only to prioritize and direct the use of limited resources to those most in need of services, but also to develop nutrition education materials, messages and interventions most appropriate for reaching the target audience.

Implementing agencies were asked if they conducted any form of data collection or assessment to identify their specific target populations. The following data collection methods were reported as being the primary ones used for identifying specific target populations.

- # **Reviewing poverty and income data.** Several agencies reported examining data provided by Federal and State agencies related to income and poverty. These data helped to identify the total number of potentially eligible clients in their State and provided information as to where the clients reside, thus helping to target outreach and recruitment efforts.
- # **Reviewing State-level FSP characteristic data.** Household characteristics data were available in most States from the State FSP to help identify the

demographic profile of current food stamp recipients (e.g. household type, age, work status, and racial and ethnic background). These data were also used to determine the geographic areas with higher concentrations of FSP participants.

- # ***Reviewing current literature.*** Some implementing agencies also reported conducting reviews of current literature, particularly those that discussed unmet nutritional needs of specific populations or provided information on effective targeting methods for hard-to-reach populations.
  
- # ***Reviewing data collected on current nutrition education efforts in the State.*** In some cases, implementing agencies found it helpful to review data from other food assistance and nutrition education programs, such as the WIC program, School Lunch Program, or public health nutrition programs. These data helped to identify both the numbers of low-income individuals currently receiving nutrition education through these programs, the type of nutrition education being provided, and the location of program services. This information was reported as being helpful when prioritizing which populations to target in order to avoid duplication of services.
  
- # ***Surveying other nutrition education service providers in the State.*** In addition to simply obtaining published data, implementing agencies also conducted surveys of other nutrition education providers to determine future directions in which the programs may be headed. This information was helpful both in identification of service gaps as well as helping to avoid duplication of future efforts.

Thirty-three of the implementing agencies reported that they conducted data collection to identify specific populations of low-income individuals. The primary method used for data collection was a review of existing poverty and income data available in their State, although all 33 implementing agencies reported using multiple methods. Table III-3 displays the most common methods used by the 33 implementing agencies to identify target audiences and the number of implementing agencies reporting having used each of these methods.

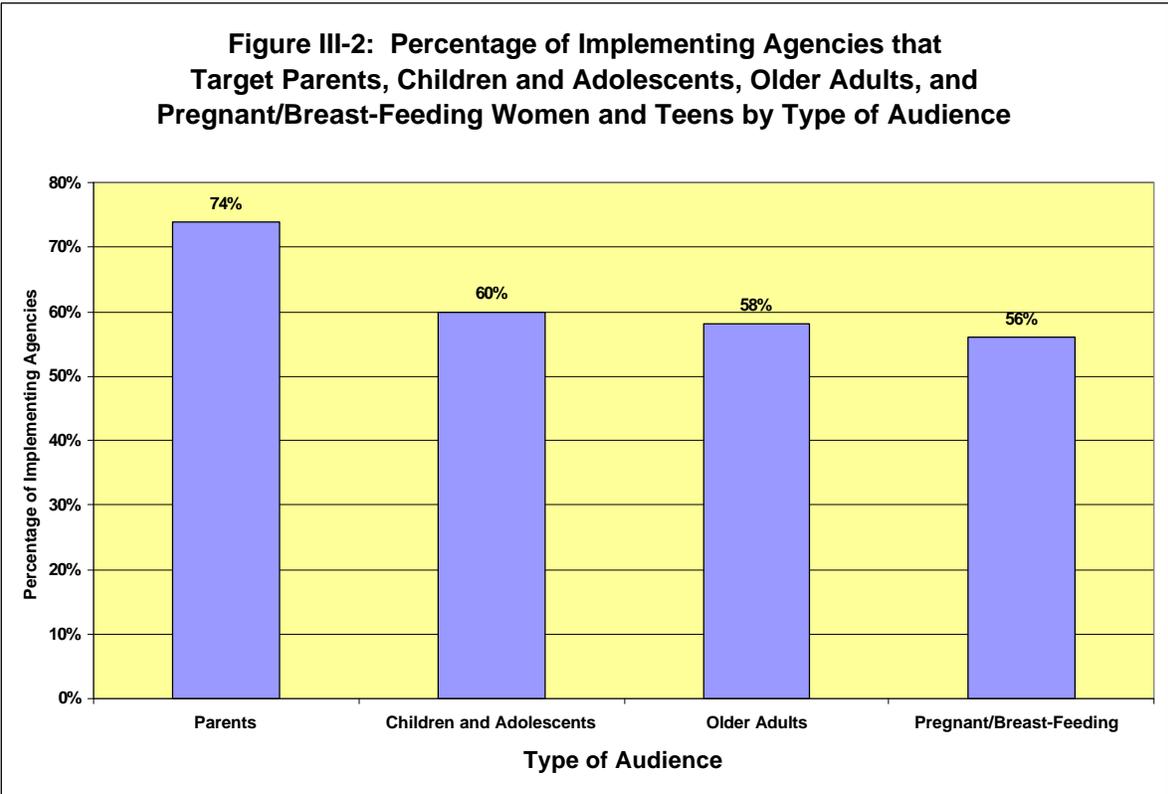
<b>Table III-3. Data Collection Methods Used by Implementing Agencies to Identify Target Audiences (N=33)</b>	
<b>Methods Used</b>	<b>Number of Implementing Agencies</b>
Review of Income and Poverty Data	30 (91%)
Review of State-level FSP Characteristics Data	26 (79%)
Review of Current Literature	22 (67%)
Review of Current Nutrition Education Efforts in the State and Identify Service Gaps	21 (64%)
Survey of Other Nutrition Education Service Providers in the State	13 (39%)
Other	8 (24%)

While no specific quantitative data were collected from implementing agencies not using formal data collection methods to determine their target population, they were given the opportunity during the telephone survey to discuss how their populations were selected. Of the agencies not reporting the use of the above data collection methods, several reported using other means to identify their specific target populations. Some implementing agencies noted that their target populations have been well established for a number of years and they did not have the time or the resources to collect new or additional data. One agency reported that it almost always relied on referrals from other public and private agencies serving low-income audiences and they tended to adapt their program to match the demographics of the referral agency's target audience. A few agencies simply noted that they found formal data collection to be time consuming and not very helpful, therefore, they tended to rely on the input of advisors in the community.

## **2. Specific Target Populations**

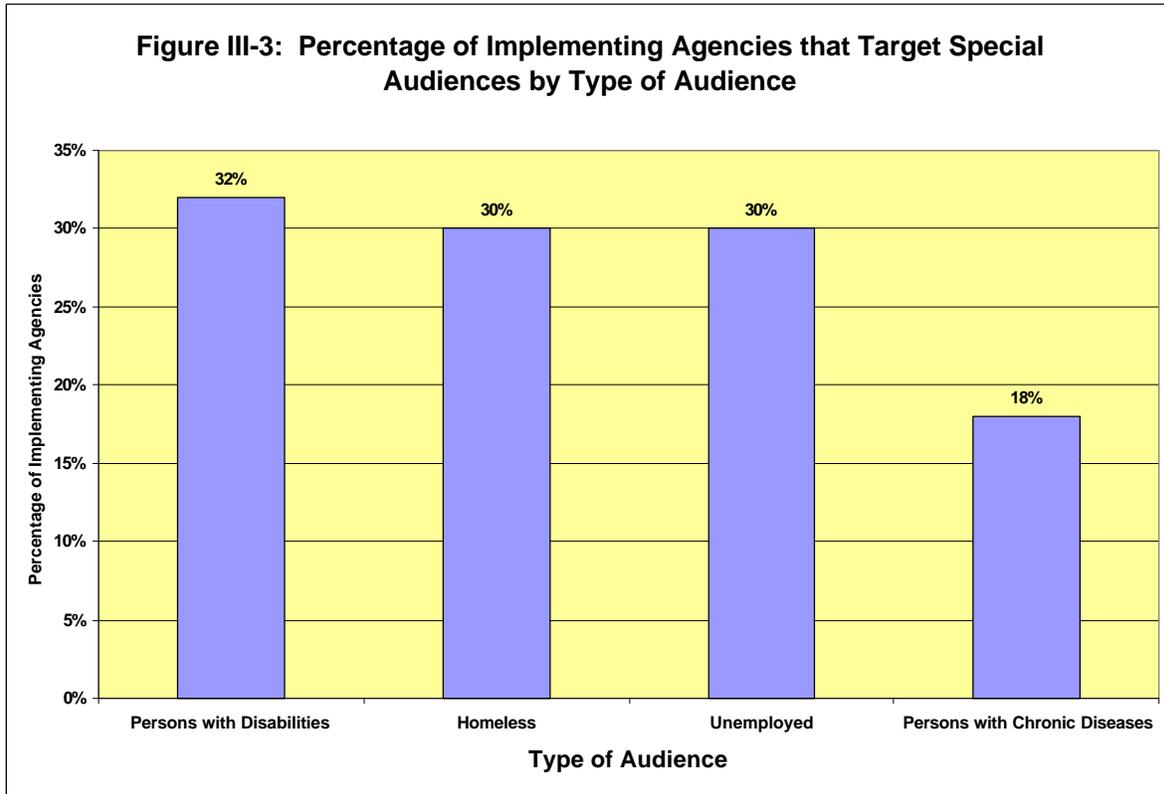
No matter the method used, all of the implementing agencies reported narrowing or prioritizing their targeted audience. When implementing agencies were asked to categorize the specific target populations they had selected, a total of 19 different categorizations were reported.

Every implementing agency identified more than one specific target population. The most commonly identified populations were categories relating to families, such as families with young children, single parents, or parents of school-aged children. For analysis purposes, the target audiences were grouped into the four most common general categories reported: parents, children and adolescents, older adults, and pregnant/breastfeeding women. Figure III-2 on the following page displays the percentage of implementing agencies reporting a target audience falling within one of these four categories.



One of the areas of interest for the study was to examine the number of implementing agencies developing strategies to reach special populations, including persons speaking a primary language other than English. When an agency decides to serve these populations, they may be targeting a population that is difficult to reach through traditional outreach methods. In addition, the implementing agency will likely have to use different messages and modes of delivering the messages to be effective with special populations. Data with regard to special populations were first analyzed in order to identify population targets that may have unique

needs. Within this category, four specific special populations were identified: disabled (adults and children), homeless, unemployed, and chronically diseased. Figure III-3 displays the percentage of implementing agencies that target these special populations.



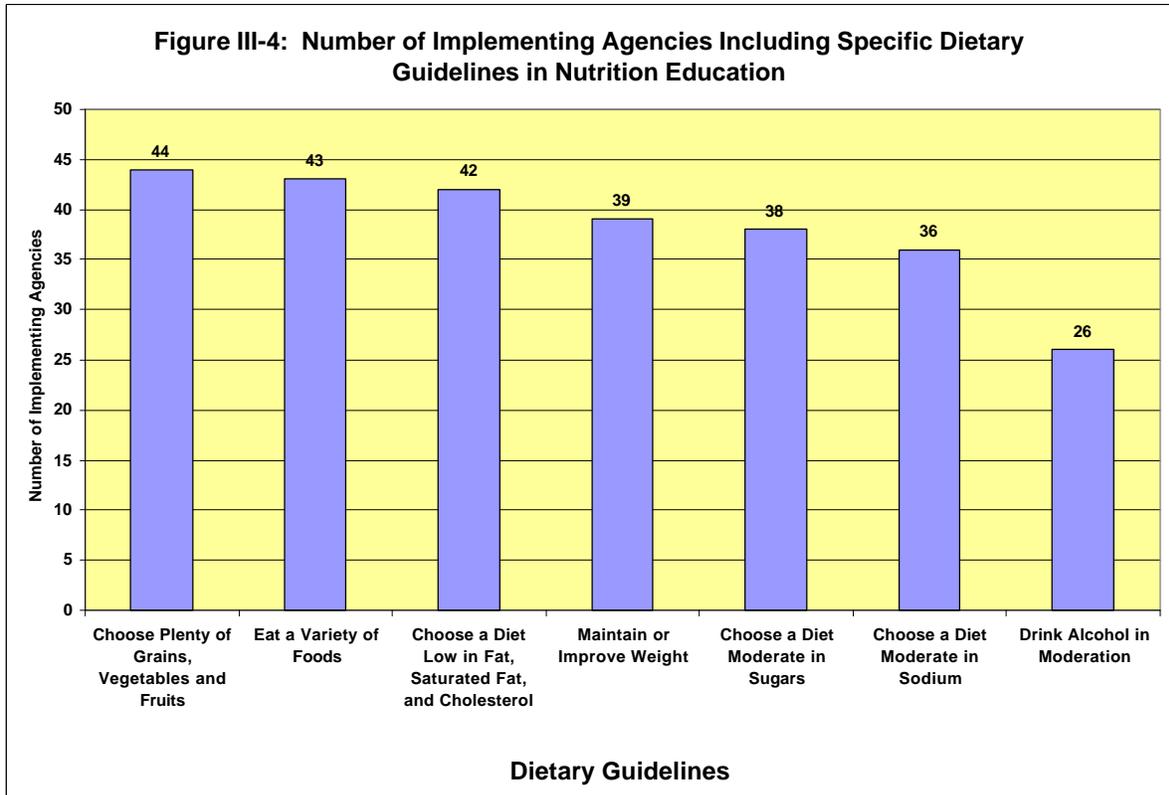
Data were then analyzed to determine the extent to which implementing agencies identified populations whose primary language is not English. Among all 50 implementing agencies, 31 agencies (62%) indicated that they targeted populations that speak a primary language other than English. When this group of implementing agencies was asked which languages other than English their food stamp nutrition education targeted, 30 of these agencies (97%) reported that they targeted Spanish-speaking clients. Table III-4 displays the number and percentage of implementing agencies that target audiences speaking a primary language other than English, by type of language.

<b>Table III-4.            Number and Percentage of Implementing Agencies Targeting Non-English            Speaking Audiences by Language Targeted            (N=31)</b>	
<b>Audience Language</b>	<b>Number and Percentage of Implementing Agencies</b>
Spanish	30 (97%)
Vietnamese	6 (19%)
Native American Language	5 (16%)
Russian	5 (16%)
Hmong	4(13%)
Creole	2 (6%)
Chinese	2 (6%)
Other	5 (16%)

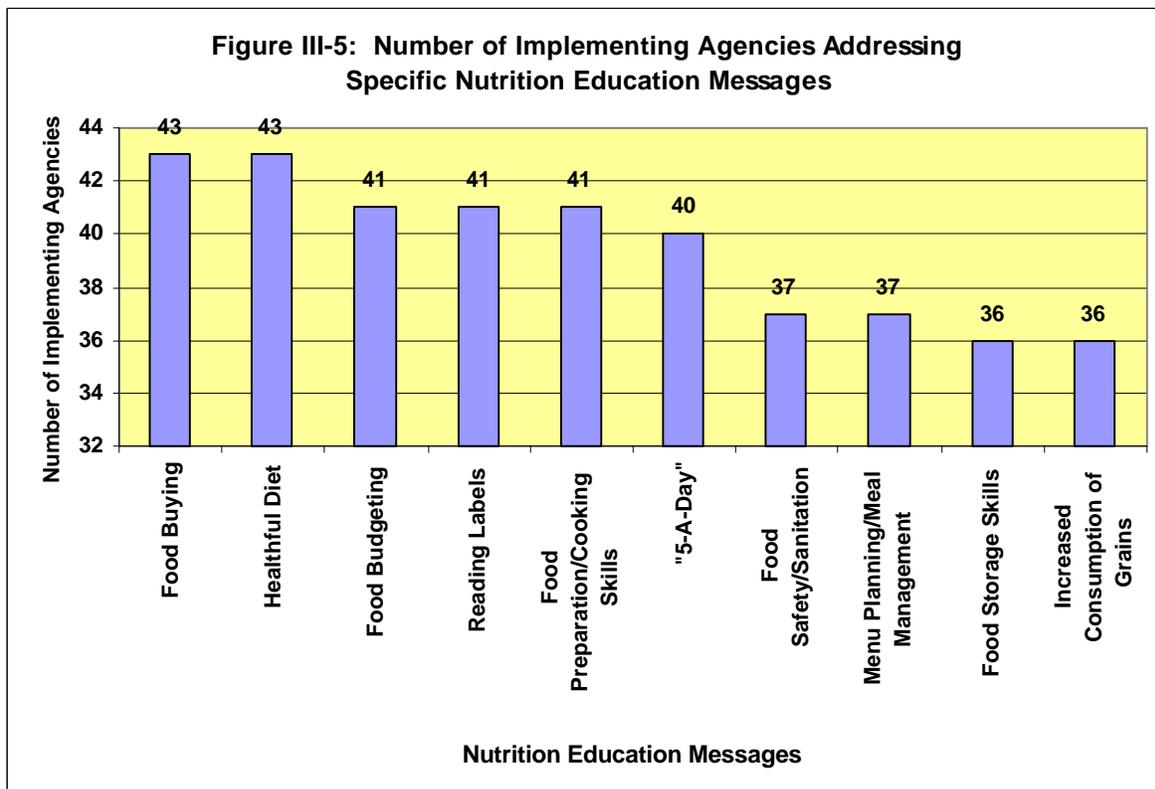
### C. Selecting Nutrition Education Messages

To effectively meet the behavioral objectives they established, the agencies must select nutrition education messages that are consistent with the nutritional needs of the target audience and at the same time capture their interest. Implementing agencies are allowed a great deal of flexibility in developing nutrition education messages with the only FNS requirement being that they incorporate into their message the *Dietary Guidelines for Americans*.

To determine how agencies incorporated the *Dietary Guidelines for Americans* into their nutrition education messages, they were asked to identify which specific portions of the *Dietary Guidelines* they utilized. All of the implementing agencies reported that they incorporated at least two of the *Dietary Guidelines* into their nutrition education messages. Figure III-4 displays the *Dietary Guidelines* and the number of implementing agencies using each guideline.



Specific nutrition education messages identified by the implementing agencies were developed to match both the behavioral objectives established by the agency and the needs of the target audiences. Implementing agencies were asked to identify specific nutrition education messages they incorporated into their program. The most common messages, reported by 43 (86%) of the implementing agencies, were food buying and eating a healthful diet. Figure III-5 displays the ten most frequently mentioned nutrition education messages and the number of agencies reporting having incorporated them into their program.



Implementing agencies also were asked in the mail-out survey if they used a formal process to collect information about which nutrition education messages would work best with their clients. Of the 47 agencies responding to the mail survey, 29 (61%) indicated that they used some method of formal data collection to develop nutrition education messages. In contrast to the data collection methods used for identifying the target population, information to develop nutrition education messages tended to come from the participants themselves, rather than existing data. The most popular methods used for data collection were focus groups and client interviews. Table III-5 displays the data collection methods used most often by implementing agencies to develop nutrition education messages.

<b>Table III-5. Data Collection Methods Used by Implementing Agencies to Develop Nutrition Education Messages (N=47)</b>	
<b>Methods Used</b>	<b>Number and Percentage of Implementing Agencies</b>
Focus Groups	22 (47%)
Interviews with Target Audience Members	20 (43%)
Review of Existing Literature	18 (38%)
Surveys of the Target Population	5 (11%)
Other	7 (15%)

In addition to developing the overall design of their Food Stamp Nutrition Education Program, implementing agencies must identify nutrition education materials to be used with the target audiences and develop modes of delivery. The next chapter examines how educational materials are obtained and the methods used for testing the materials for relevance to the target audience. In addition methods used by agencies to deliver their nutrition education messages, including in-person delivery of nutrition education and use of mass media are discussed.

## CHAPTER IV

# Materials and Methods Used By Implementing Agencies to Deliver Nutrition Education Messages

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It is critical to the success of the nutrition education activities for the agencies to develop comprehensive approaches to delivering nutrition education that meet the dietary needs of the target population. However, these approaches must also be presented in a form and mode that the target populations are willing to accept. In this chapter, the materials and methods used by implementing agencies to deliver their nutrition education to the target audiences are discussed, including the development of nutrition education materials and the methods used for delivering the nutrition education messages.

### A. Nutrition Education Materials and Products

The first area examined was the types of materials and products used by the implementing agencies to convey their nutrition education messages. Agencies have a number of sources from which they can obtain nutrition education materials and products. Some agencies develop their own materials and products from scratch, while others take materials and products from other nutrition education agencies and adapt them to their activities. A third option is to simply purchase materials and products from other public and private agencies and use them as is. In this section the types of materials and products used by the agencies are described, as well as the methods used to develop nutrition education materials and products.

#### 1. Source of Nutrition Education Materials

As mentioned above, the source of nutrition education materials was of interest in this study. For analysis purposes, agencies were divided into three groupings: those which reported

developing new materials, those which reported adapting materials from other sources, and those which used but did not adapt materials from other sources. When agencies developed or adapted materials data were further analyzed to determine whether or not agencies conducted formative research to guide development or adaptation.

A total of 35 agencies reported developing new nutrition education materials, and 29 of those agencies (83%) conducted formative research. Thirty-seven agencies reported adapting education materials from existing materials. Of these agencies, 28 (76%) reported having conducted formative research with their target audiences.

Some agencies reported using materials and products that had been developed by other organizations, but not modifying them for their own program. Most popular of these materials and products were those obtained through programs located within the Cooperative Extension Service, but not part of food stamp nutrition education activities. Thirty-five agencies (74%) reported using Cooperative Extension Service materials and products in an unmodified form. Also popular were materials developed for food stamp nutrition education activities in other States and products developed by USDA. Over 24 agencies (50%) reported having used materials and products developed for food stamp nutrition education activities in other States and by USDA. Another 13 agencies (28%) reported using materials developed by private non-profit agencies, such as the American Heart Association or the American Cancer Society, while 11 agencies (24%) reported using materials developed by food industry organizations, such a commodity promotion boards, grocery store chains, or food manufacturers.

## **2. Testing of Nutrition Education Materials and Products**

Whether an agency develops its own materials and products, or obtains them through another source, the materials must be relevant to the target audience. A number of agencies have developed methods by which the materials can be tested with the target audience to determine both the acceptance level of the materials and how effective the materials may be in delivering the nutrition education message. Thirty-one agencies (66%) responding to the mail-out survey reported using a formal process for developing and testing nutrition education materials with clients. In addition, all of these agencies reported using more than one process. As was true

with the methods used to identify nutrition education messages, a greater percentage of implementing agencies reported having conducted interviews and focus groups with members of the target audience rather than simply reviewing existing data. Table IV-1 below displays the methods most commonly reported by implementing agencies that have developed systems for testing their nutrition education materials and products.

<b>Table IV-1 Methods Used by Implementing Agencies to Test Nutrition Education Materials or Products (N=31)</b>	
<b>Methods Used</b>	<b>Number of Implementing Agencies</b>
Interviews with Target Audience Members	21 (68%)
Focus Groups	21(68%)
Pilot Study	15 (48%)
Review of Existing Literature	15 (48%)
Other	9 (48%)

Another area examined was whether the implementing agencies tested their nutrition education materials for appropriate literacy levels. Twenty-five agencies (53%) reported that they used a form of literacy testing for at least some of their materials. Of all implementing agencies, 19 of the 34 Cooperative Extension agencies (56%) reported testing for literacy, while only six of the 16 agencies not affiliated with Cooperative Extension (35%) reported testing materials for literacy levels. Of the six agencies not affiliated with Cooperative Extension that tested materials for literacy, three identified themselves as FNS-sponsored nutrition education networks, and three were public health departments.

### 3. Types of Nutrition Education Materials and Products Used by Implementing Agencies

Implementing agencies used a number of different materials and products to convey their nutrition education messages to their target audiences. The material used by the greatest number of implementing agencies was written material, such as pamphlets, handouts, and brochures. Other popular materials and products included food demonstrations and food tasting, formal nutrition education curriculum, posters and displays, and other hands-on activities. Table IV-2 displays the most widely used nutrition education materials and products and the number of implementing agencies using them.

<b>Table IV-2. Types of Nutrition Education Materials and Products Used by Implementing Agencies (N=47)</b>	
<b>Type of Nutrition Education Material or Product</b>	<b>Number of Implementing Agencies Reporting Using the Materials or Products</b>
Printed Materials	42 (89%)
Food Demonstrations	40 (85%)
Food Tasting	40 (85%)
Formal Nutrition Education Curriculum	39 (83%)
Posters and Displays	36 (77%)
Other Hands-on Activities	36 (77%)
Videos	34 (72%)
Games	29 (62%)
Workshops	29 (62%)
Promotional Material	29 (62%)
Newsletters	28 (60%)
Recipe Books	22 (47%)

## **B. Methods of Delivering Nutrition Education**

Once the nutrition education materials are selected, the next step is to examine how the messages contained in those materials will be delivered. Messages must be delivered in a manner that will be accepted by the target audiences and will motivate them towards meeting the behavioral objectives. In some cases, where the agency has selected a number of different target audiences, multiple delivery methods must be developed.

Two important components make up the nutrition education delivery methods used by implementing agencies. Agencies must decide on the modes they will use to deliver nutrition education and also must decide on the number and type of staff delivering the nutrition education messages. This section examines both of these areas.

### **1. Modes of Delivering Nutrition Education**

Data were collected on two modes of nutrition education message delivery: in-person and the use of mass media. Each of these two modes represent very different approaches to providing nutrition education. In the case of in-person delivery, the agency must connect the client with a nutrition educator. Where agencies use mass media as a mode of delivery, the message is provided to the client through one or more media sources.

The two modes of delivering nutrition education messages are discussed below.

#### ***a. In-person delivery of nutrition education***

Forty-five of 47 implementing agencies responding to the mail-out survey reported using some form of in-person delivery of nutrition education to their clients. In-person delivery of nutrition education involves the nutrition educator being physically present when nutrition education is delivered to members of the target audience. Implementing agencies reported three general methods by which in-person delivery of nutrition education was accomplished. These include the following:

- # ***Nutrition education provided in a structured group.*** This method of providing nutrition education takes several forms, from the client enrolling in a series of classes held over several weeks, to one-time classes on a particular subject matter. Forty of the implementing agencies (85%) reported using this type of nutrition education delivery method as a part of their activities.
- # ***Structured one-on-one delivery of nutrition education.*** This method of delivering nutrition education messages relies on individual contact between the nutrition educator and an individual (or family) from the target audience. In most cases, the individual enrolls in a program where they meet with the nutrition educator on a periodic scheduled basis. In this structure, individual goals are often set and nutrition education is customized to the needs of the individual client. Thirty-two agencies (68%) reported using this method as part of their overall activities.
- # ***Unstructured individual or group delivery of nutrition education.*** This method of providing nutrition education often relies on chance meetings between a nutrition educator and the target population. For example, the implementing agency may staff a nutrition education booth at a health fair and individuals may walk up and receive information. In other cases, the nutrition educator may be a guest speaker at a community meeting and provide information about a particular topic on a one-time basis. Thirty-three agencies (70%) reported using this method as a part of their overall activities.

In-person delivery of nutrition education also requires a specific delivery site. The selection of sites for delivering nutrition education is an important factor in reaching the target audiences. As was noted earlier, nutrition education in the FSP is not necessarily provided at the site where other program benefits are delivered. Agencies have a number of options for selecting sites and data collected regarding these sites reflects the diversity of their choices.

Implementing agencies reported using over 24 different types of sites for delivering nutrition education. The most common site was community-based centers and buildings, with 36 agencies (77%) using this type of site. Other frequently used sites included schools, day care and Head Start centers, and facilities located within public housing projects; 33 (70%) of the implementing agencies reported using of each of these types of facilities.

One particular item of interest was the number of agencies that reported conducting nutrition education in the home of the client. Twenty-nine agencies (62%) reported conducting home visits to deliver nutrition education. Among those agencies delivering nutrition education in the home, 22 agencies (76%) were Cooperative Extension agencies. Also of interest was the fact that not all of the nutrition education provided in clients homes was directed to a single individual. Four agencies (14%) reported conducting formal group nutrition education in the homes of their clients.

**b. *Mass media***

The use of mass media by implementing agencies was examined with regard to the number of agencies using this mode and the type of media used. Use of mass media was reported by 22 implementing agencies (47%) that responded to the mail-out survey.

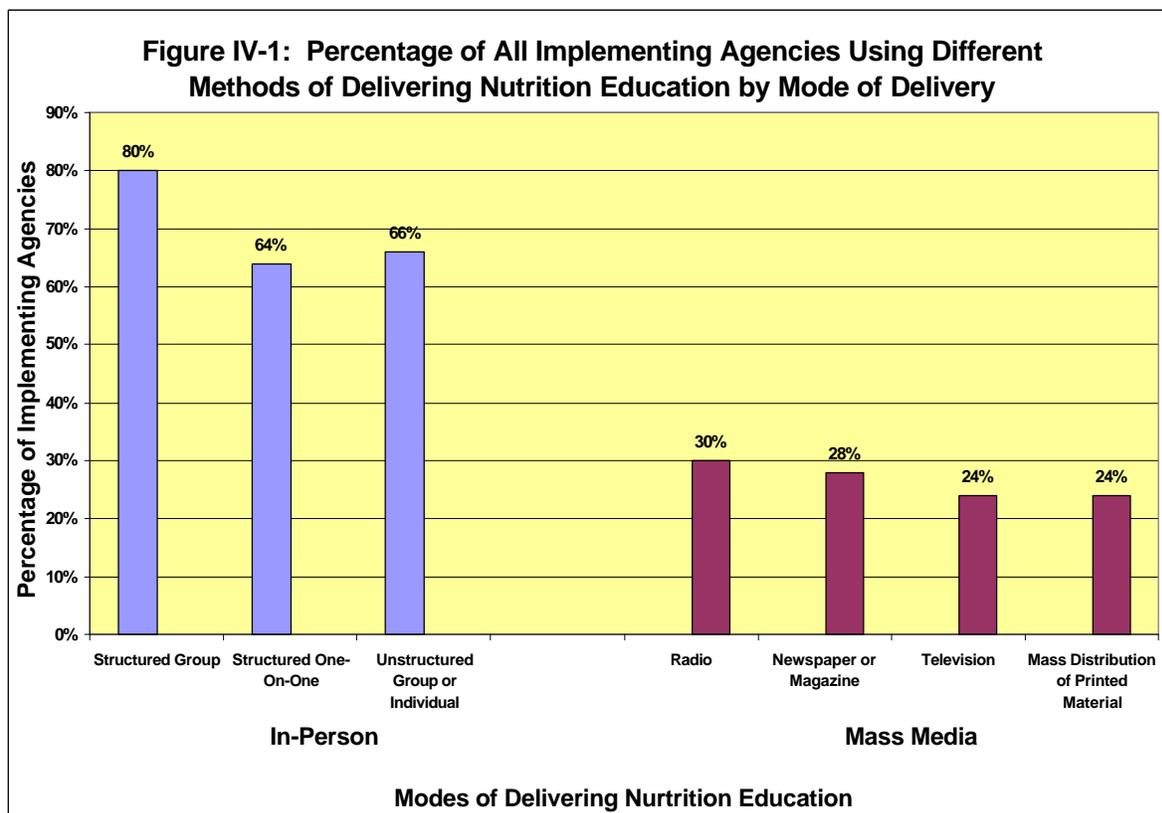
Agencies that conducted mass media campaigns were asked about the type of mass media they used. The most popular form of mass media was the use of radio; 15 of the 22 agencies (68%) reported using this method. These 15 agencies reported a number of different approaches to using radio, including public service announcements about their programs in order to recruit clients, staff appearing on radio talk shows to promote nutrition messages, and radio advertisements to promote healthy eating.

The next most popular media form was newspaper and magazine advertisements and articles; 14 agencies (64%) reported using this mode. Six agencies that used newspaper and magazines to deliver their messages did so because their staff were given an opportunity to write a nutrition-related column on a periodic basis. Four agencies mentioned that they made arrangements with newspaper reporters to write articles about nutrition education activities in the community. Two other agencies reported paying for advertisements in the newspaper to recruit clients.

Other media used by agencies included television and the mass distribution of printed materials. Use of television was reported by 12 agencies (55%) and the same number reported use of mass distribution of printed nutrition education materials. With regard to television, eight of the 12 agencies reported developing public service announcements, while three reported having staff appear on nutrition-related television programs, and two agencies reported having paid for commercial messages to promote their nutrition education topics. Of the agencies using mass distribution of printed materials, the most common approach mentioned was to put brochures and pamphlets in the lobbies of other public agencies.

It was also interesting to note that 15 of the 22 agencies (68%) reported using more than one form of mass media to deliver their nutrition education messages. The most frequent combination of media was the use of radio combined with the mass distribution of nutrition education materials. Ten of the 15 agencies using multiple forms of mass media reported this combination.

Also of interest was the total number of agencies using each type of nutrition education delivery mode. While very different, the two modes are not mutually exclusive, as both can be combined into an effective method for delivering nutrition education messages. Of these 22 agencies reporting to have used mass media, 20 reported combining mass media activities with in-person nutrition education, while two agencies reported using only mass media. Figure IV-1 on the next page displays the different modes and methods of delivering nutrition education and the percentage of all implementing agencies using these modes.



During the telephone interviews some agency officials expressed concern about using mass media. In particular the amount of time needed to develop the media campaign as well as the cost of conducting the campaign were raised. While a successful media campaign has the potential to reach a large number of clients, a few agencies reported that their media campaigns sometimes were not fully implemented because the cost became prohibitive or other priorities took them away from being able to complete the campaign. For example, three agencies reported spending time and effort on researching and developing a media campaign, but did not have the time or the money to implement their plans.

## 2. Staff Delivering Nutrition Education Messages

Recruiting and hiring appropriate staff to deliver the nutrition education messages is a critical component to acceptance by the target population of nutrition education messages. Whether

using an in-person delivery method, or developing a mass media campaign, the selection of qualified staff is critical to the success of any nutrition education program.

Three areas of analysis were conducted regarding staff delivery of nutrition education services.

These include the following:

- # The total number of staff hired by implementing agencies, both for State-level staff and staff working at the local-level;
- # The educational level of staff providing nutrition education; and
- # The training provided to staff including initial and ongoing training.

Information provided in each of these areas is presented below.

***a. Total number of staff hired by implementing agencies***

Agencies are required to submit a program budget to FNS detailing the total number of staff assigned to food stamp nutrition education. The numbers they present in their plans are expressed as full-time equivalents (FTEs). Agencies also are asked to divide their FTEs between those operating at the State level and those providing nutrition education at the local level. Data from the plans were abstracted and analyzed to determine the total number of FTEs reported by the agencies and their breakdown by State and local levels.

Forty-four implementing agencies (88%) were able to provide the total number of State and local FTEs used in their food stamp nutrition education. Of those that did not report any of their FTEs, the major reason cited was that the program was only in the start-up stage and staff had not yet been hired. Among the 44 agencies that did report FTEs, all were able to report the number of State-level FTEs, but five agencies were unable to report local FTEs. In addition, two agencies reported that they had no State-level FTEs and two additional agencies reported having no local FTEs .

Four of the five agencies that were unable to report local FTEs explained that they do not require their local programs to report this information.

One of the items of particular interest to FNS is the total number of staff employed in delivering food stamp nutrition education at the State and local level. Data were analyzed from the 44 agencies able to report FTEs to determine the total number of State and local FTEs reported. In terms of raw numbers, a total of 245 State-level FTEs and 1,317 local level FTEs were reported. Local-level staff outnumbered State-level staff by over a 5:1 ratio.

However, simply examining the total number of staff reported is misleading when trying to assess the ratio of State- to local-level staff. It is misleading because the administrative structures of the implementing agencies are likely to affect the ratio of State to local staff. For example, one would expect that the ratio of State to local staff in an implementing agency where nutrition education is directed by a State-level administration will likely differ from an agency using local agencies to implement their nutrition education activities.

To determine if the administrative structure of the implementing agencies affected the ratio of State to local staff, data were analyzed by the three administrative categories of implementing agencies identified in Chapter II. As was anticipated, the ratios of State to local staff are very different for agencies providing administration and implementation of nutrition education through local programs than for the other two types of administrative structures with more of a statewide approach. These data are displayed in Table IV-3 on the next page. The number of FTEs reported by individual implementing agencies can be found in Table A-5, Appendix A.

<b>Table IV-3. Number of State and Local Full Time Equivalents (FTEs) Reported by Implementing Agencies by Type of Agency Administrative Structure (N=47)</b>						
<b>Items Reported</b>	<b>Type of Administrative Structure</b>					
	<b>State-level Administration One Overall Approach</b>		<b>State-level Administration with Individual Plans</b>		<b>Local Administration and Implementation</b>	
	<b>State</b>	<b>Local</b>	<b>State</b>	<b>Local</b>	<b>State</b>	<b>Local</b>
Total Number of FTEs	69.21	314.69	154.41	440.59	27.02	462.05
Average Number of FTEs	3.64	16.56	8.12	23.19	3.00	51.34
Range of FTEs Reported	0-24.75	0-111.83	0-53	0-117.15	0-8.8	0-105.73
Ratio of State FTEs to Local FTEs	1:4.5		1:2.9		1:17.1	

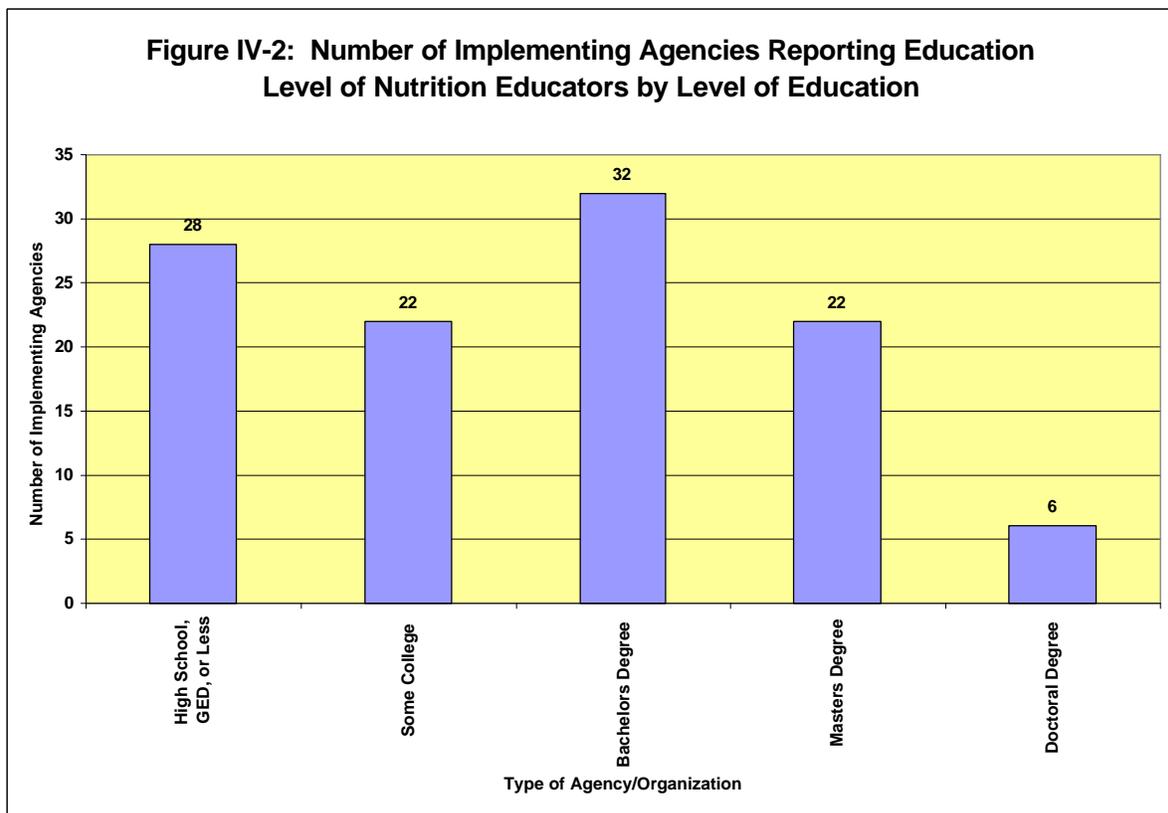
***b. Education levels of staff providing nutrition education***

A second area examined with regard to staffing was the education level of the staff providing nutrition education. In some nutrition education programs professional staff have recruited persons who live in low-income communities, many of whom were program clients, to serve as peer educators. These peer educators tend to be either high school graduates (or have completed a GED) or persons with some sort of vocational training, but not a college degree. The peer educators receive support from professional staff. The feeling among programs with peer educators is that audiences may be more likely to accept nutrition information from their peers than from professional staff.

Some agencies prefer using staff with higher levels of education to conduct their nutrition education. This group feels that because of the complex nutritional needs among low-income audiences, nutrition education must be delivered by a trained

professional. These agencies are concerned that professional judgement is required to assess individual needs and provide audiences with the correct information for their situation.

Data regarding the education level of staff delivering nutrition education were available from 36 of the 44 implementing agencies reporting FTEs. Figure IV-2 displays the range of educational levels and the number of implementing agencies reporting to have hired persons with those educational levels as nutrition educators. It is interesting to note that 28 of the 36 agencies (78%) utilize persons with a high school diploma (or GED) or no high school diploma. Of the 28 agencies willing to use persons with a high school education or less, 25 agencies (89%) identified themselves as Cooperative Extension Service.



Additional analysis was also considered to examine further differences in the educational level of staff between types of agencies. However, a much higher percentage of agencies sponsored by the Cooperative Extension Service were able to provide data on educational levels of staff as compared to agencies sponsored by other types of organizations. Thirty of the 34 implementing agencies (88%) sponsored by Cooperative Extension were able to report educational levels of their staff, while only six of 16 agencies (38%) sponsored by other organizations were able to report educational levels. Because the response rate for the other agencies was so low, comparisons were not attempted.

***c. Training of nutrition educators***

Training of staff providing nutrition education was also examined. Forty-two of the 47 implementing agencies (89%) responding to the mail-out survey reported providing some type of initial formal training. In addition, 37 implementing agencies (79%) reported providing some form of ongoing training to staff. When data were examined by type of agency, 31 of the 34 Cooperative Extension agencies (91%) reported providing initial training to staff, while eleven of the 16 agencies (69%) not affiliated with Cooperative Extension reported providing initial training. Results were similar for agencies providing ongoing training, with 27 agencies (79%) affiliated with Cooperative Extension Service providing ongoing training, and 10 agencies (63%) not affiliated with Cooperative Extension providing ongoing training.

Examples of the training provided by agencies ranged from individual sessions with the new employees, group in-service training, classes lasting over a week, and Statewide conferences. Information regarding each agency's initial and ongoing training programs can be found in Appendix A, Tables A-6 and A-7 respectively.

In addition to training their own staff, 27 implementing agencies (57%) reported on the mail-out survey that they provided some type of training to staff in collaborative agencies. While specific data were not collected on the type of training provided, a

number of agencies reported during the telephone survey that training was generally divided into two categories: providing information about food stamp nutrition education to staff of collaborative agencies to promote referrals and providing training to other agency staff in how to deliver nutrition education. Table IV-4 displays the types of collaborative agencies for which training was provided and the number and percentage of implementing agencies which reported providing that training.

<b>Table IV-4. Number and Percentage of Implementing Agencies Providing Training to Collaborative Agencies by Type of Collaborative Agency (N=27)</b>	
<b>Type of Collaborative Agency</b>	<b>Number of Implementing Agencies Providing Training to Staff</b>
Day Care Providers, Pre-School Programs, and Head Start Programs	19 (70%)
Cooperative Extension Programs	13 (48%)
Emergency Food Providers	13 (48%)
Public and Private Schools	12 (44%)
State and Local Food Stamp Agencies	12 (44%)
WIC Agencies	11 (40%)
Programs Serving Senior Citizens	10 (37%)
Health Centers	7 (26%)
Other	8 (29%)

This chapter has examined the nutrition education materials, modes of delivery, and staffing for food stamp nutrition education. However, simply describing how agencies implement their activities does not reflect the complete picture. Agencies must be able to determine if the activities they implement are effective in meeting their goals and objectives. The final chapter examines issues related to efforts made by agencies to evaluate their food stamp nutrition education by examining the barriers reported by agencies in implementing their activities and

by describing lessons learned by the implementing agencies. Implementing agencies efforts to conduct process and outcome evaluations of their activities are also described.

## CHAPTER V

### Early Efforts to Assess the Effectiveness of the Food Stamp Nutrition Education Programs

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One of the most challenging aspects of the Food Stamp Nutrition Education Program is the lack of information regarding the program's effectiveness in reaching the target population. Under ideal circumstances this study should be able to provide information regarding the total number of clients served by the implementing agencies, the percentage of the intended target population reached, and the effectiveness of the modes and methods used by agencies to reach their target audiences. However, a number of factors make it impossible to provide a national picture of the program's effectiveness in these areas.

First, there are no national reporting requirements for agencies to identify the extent to which they served their target populations. As a result, any agency wishing to collect information on clients served must develop their own systems and methods. Even when agencies develop systems to track the number of clients being served, they may use a number of different methods and units of service. For example, some implementing agencies counted the number of individuals served, while others counted the number of families. In other cases, implementing agencies counted the number of contacts they have with individuals.

In addition, as was noted in Chapter I, there are no requirements for agencies to submit reports on their progress towards meeting their goals and objectives. Although some agencies do submit progress reports to their regional offices, progress reports can be delivered in any format and on any topics agencies wish. As a result, there are no centralized, uniform data available describing how well agencies are meeting their objectives.

However, through the use of open-ended questions in the mail-out survey and information provided through the telephone survey, agencies were able to report on issues that have affected their ability to implement their programs and describe their own internal methods developed to evaluate their progress towards meeting goals and objectives. This chapter examines the efforts of implementing agencies to evaluate the effectiveness of their programs by examining barriers identified by agencies to implementing their Food Stamp Nutrition Education Programs and by describing lessons learned by the implementing agencies. In addition, the efforts of implementing agencies to conduct process and outcome evaluations of their programs are described.

## **A. Barriers Identified By Agencies to Implementing Their Food Stamp Nutrition Education**

The complexity of providing nutrition education services to the food stamp population requires a great deal of innovation and planning on the part of implementing agencies. Because of how new the program is, and because of the diversity among types of implementing agencies, a number of challenges faced agencies in implementing their plans. Through open-ended questions and the telephone survey, agencies were provided the opportunity to discuss some of the most important challenges they faced. Barriers and challenges reported most often by the implementing agencies include the following:

- # ***Problems with recruiting, training, and supervising staff.*** Eighteen agencies reported facing some challenges with recruiting, training and supervising staff. Some of the most common issues noted were the difficulty in recruiting bi-lingual staff, problems with retaining staff once they were hired because of low pay, and finding nutrition educators who work well with low-income clients.
  
- # ***Challenges faced in trying to reach the target audience.*** Eighteen agencies reported facing some important challenges in trying to reach the target audience. The most common issues noted dealt with trying to convince the target audience that nutrition education was important. Several agency officials commented on the fact that the audience is skeptical about making changes to the way they eat and most do not realize the relationship between nutrition and good health. As a result, agency officials face difficulty convincing people to attend their sessions. They also have high “no show” rates for clients with appointments to attend nutrition education sessions.

# **Challenges conducting needs assessments.** Thirteen agencies reported that they would have liked to have conducted a needs assessment, but faced too many difficulties. The two most commonly mentioned problems were the lack of staff experienced in conducting needs assessment and the lack of funds to design and implement the needs assessment.

# **Challenges working with collaborators.** Working with collaborators proved to be challenging for 13 of the agencies. Two particular areas of concern were noted. First, difficulty in developing collaborative relationships with the WIC program was mentioned by three of the agency officials. Most of the difficulties working with WIC involved conflicts in client scheduling and difficulty coordinating nutrition messages.

A second area identified by three officials involved the need for funding to build collaborative relationships. Agency officials reported that taking the time and effort to build collaborative relationships takes away time from direct delivery of services. Officials would like separate funds to be made available to help build relationships.

# **Developing appropriate methods for delivering nutrition education.** Thirteen agencies cited developing appropriate methods for delivering nutrition education as a challenge. The most common issue mentioned was the need to develop more creative ways to deliver messages. Because the target population is so diverse, different methods are needed to reach different target groups. Agencies found it difficult to spend the time and money developing creative approaches to working with their target audiences and still meet their day-to-day obligations.

Table V-1 displays the number and percentage of agencies reporting barriers in these and other areas of program operations.

<b>Table V-1. Number of Implementing Agencies Reporting Barriers to Implementing Program Components, by Type of Component</b>	
<b>Program Component</b>	<b>Number of Implementing Agencies Reporting Barriers</b>
Recruiting, Training, and Supervising Staff	18 (38%)
Reaching the Target Audience	18 (38%)
Conducting Needs Assessments	13 (28%)
Working with Collaborators	13 (28%)
Developing Methods for Delivering Nutrition Education	13 (28%)
Managing the Program Budget	12 (26%)
Developing and Conducting a Program Evaluation	10 (21%)
Developing Nutrition Education Materials	9 (19%)
Developing Nutrition Education Messages	6 (13%)

Implementing agencies were also asked about difficulties in meeting timelines they set for achieving their goals and objectives. Forty-four agencies established some type of timeline for completing their goals and objectives, with 37 agencies (84 percent) reporting having developed formal timelines for meeting their goals and objectives and seven agencies (16 percent) reporting having established informal timelines. When asked if they were able to meet the timelines they established, 22 agencies (50%) reported accomplishing their goals later than they had planned, 18 agencies (40 %) reported having met their timelines, 2 agencies (5%) reported meeting their goals ahead of schedule, and 2 agencies (5%) reported not achieving their goals at all.

When asked about reasons for not meeting their timelines, the 18 agencies reporting delays offered a number of reasons. The reasons cited most often included delays in approval of their NEP by FNS or the State Food Stamp Agency, delays in developing nutrition education materials, and slow development of important relationships with collaborators.

## B. Lessons Learned by Implementing Agencies

Agencies were given the opportunity to identify lessons they had learned from implementing their Food Stamp Nutrition Education Programs and how they might have done things differently. Forty-four agencies (88 %) reported that they had learned at least one valuable lesson from their experiences implementing and evaluating their programs. Some of the lessons reported by the agencies include the following:

- # ***The program was effective in creating new nutrition education opportunities for low-income clients.*** Twelve agency officials felt that the most valuable lesson they had learned was that the program provided low-income audiences with a much needed and much appreciated opportunity to learn about nutrition education. Clients who enrolled in these programs consistently reported learning valuable information.
- # ***Developing successful collaborations with partners is very important.*** Seven agency officials noted that their programs would not have been as successful had they not developed collaborative relationships. Mentioned most often were relationships developed with community agencies that refer clients to the program. Other collaborative relationships identified as important were those with other FNS-funded programs, relationships with private agencies, and relationships with representatives of the food industry.
- # ***It is important to understand both the target audiences and the communities in which they live.*** Five agency officials reported that they had learned how important it was to understand not only the target audience, but to understand how the audience functions within the community. This issue was particularly noteworthy with regard to identifying locations for providing in-person nutrition education. It was not enough to simply offer services at a university or government office, but rather efforts needed to be directed to provide the services directly in the community. These agencies also stressed the importance of involving both the target population and the community in planning the program.
- # ***Agencies need a good accounting and budgeting system.*** The complexity of the budget development process, along with the financial reporting requirements of the Food Stamp Nutrition Education Program make it difficult to manage without a good accounting and budgeting system. Often implementing agencies must meet financial reporting requirements of their own agency, the State FSP agency, and FNS, all of which may differ in some manner. Having a system that can accommodate the various financial requirements is essential.

- # **Agencies must remain flexible in implementing their programs.** Four agency officials made note of the fact that they had to make major adjustments in their programs during the year. These adjustments were needed because the approach they had adopted to reach their target population was not working. Officials noted that agencies must be prepared to react quickly to problems and issues to ensure the success of their program.

When asked what they might do differently if they were designing their program again, 44 agencies (88%) identified at least one thing they would do differently. While no single response was reported by a large number of agencies, the responses noted were:

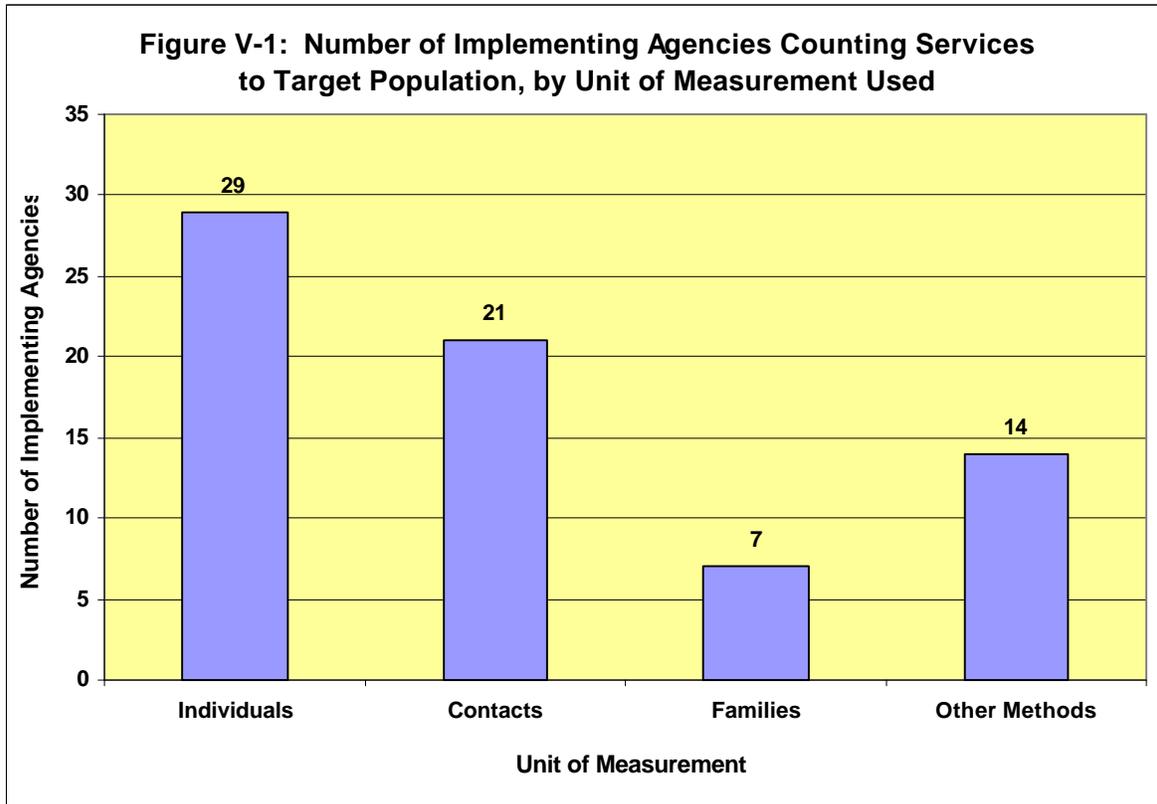
- # **Spend more time developing an infrastructure in which to operate.** Seven agencies reported that taking the time to develop a strong organizational structure is critical to the success of the program. This was true especially for the FNS-sponsored nutrition education networks, which had to spend a great deal of time developing organizational structures and decision-making processes.
- # **Provide more support for local programs.** Four agencies that administered their programs primarily at the local level noted that State support of the local programs is important to their success. Some agencies noted that they had not provided enough support to local programs, particularly with helping them develop plans for reaching their target audiences.
- # **Set more realistic goals and objectives.** Four agencies noted that they were too ambitious in their development of program goals and objectives. During the year, when it became apparent that they would not meet certain goals and objectives, the agencies realized that the ones they had set were unrealistic. These agencies reported reducing their goals and objectives for the next year to a more realistic level.
- # **Expand the program at a slower rate.** Two agencies reported problems from trying to expand their programs too quickly. These agencies reported that they ran into a number of problems around program expansion that would not likely have occurred had they taken more time to plan and implement the expansion.

## **C. Implementing Agency Efforts To Evaluate Their Nutrition Education**

A number of implementing agencies reported using some form of evaluation to assess the effectiveness of their programs. Implementing agencies were asked to report on three components of their evaluation efforts. First, they were asked to report on the methods used, if any, to track the number of clients served. Second, they were asked if they conducted any process evaluations to examine the operational aspects of their programs. Finally, they were asked if they conducted any outcome evaluations to measure the extent to which they were meeting the behavioral objectives reported in their plans. These data were then analyzed to be able to report on the most frequently mentioned responses.

### **1. Measuring the Population Served**

As was noted previously, implementing agencies that wish to track the number of clients served must do so by developing their own methods and systems. Figure V-1 displays the most common units of measurement reported by implementing agencies to count services to their target population.



These figures, however, do not represent an unduplicated count of agency methods as a number of implementing agencies use several counting methods within their own agency. For example, where local programs are given the authority to administer their own programs, the implementing agencies may have collected data using any number of methods. In addition, when an implementing agency is conducting a series of group education activities, they may count the number of individuals attending each session or they may count only the number of individuals who attended all of the sessions. Because the same agency may be conducting home visits as well, they may count the adults receiving services, the family as a single entity, and/or the number of times they visit the family.

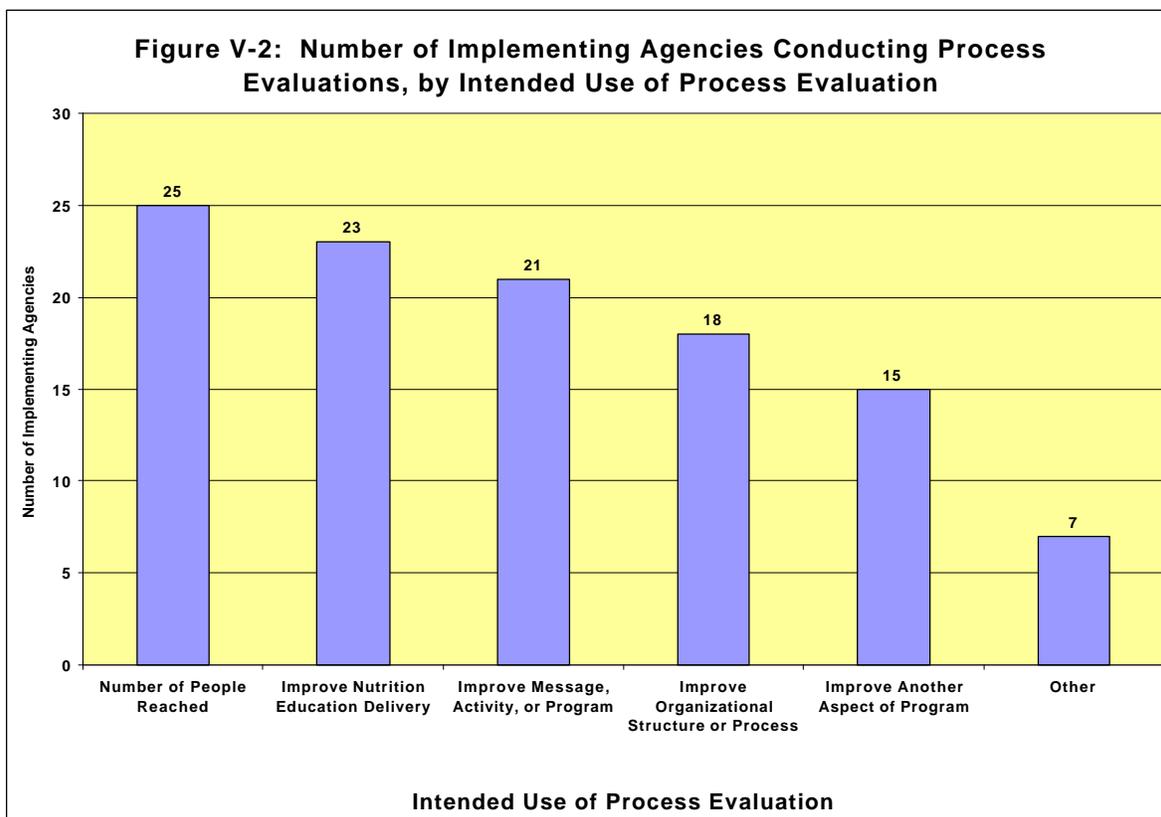
Finally, agencies using social marketing or mass media must use different evaluation methods to determine the number of people reached by their messages. Often these agencies must rely upon information on media demographics as provided by the type of media being used, such as television and radio demographic ratings. Even then, data may not be available in a form or format that is useful to track the specific audience of interest to the agency.

## **2. Process and Outcome Evaluations**

Evaluation of nutrition education activities took on two forms: process evaluation to examine aspects of the program's operation and outcome evaluation to measure how well behavioral objectives were being met. The efforts made by implementing agencies in these two areas are discussed below.

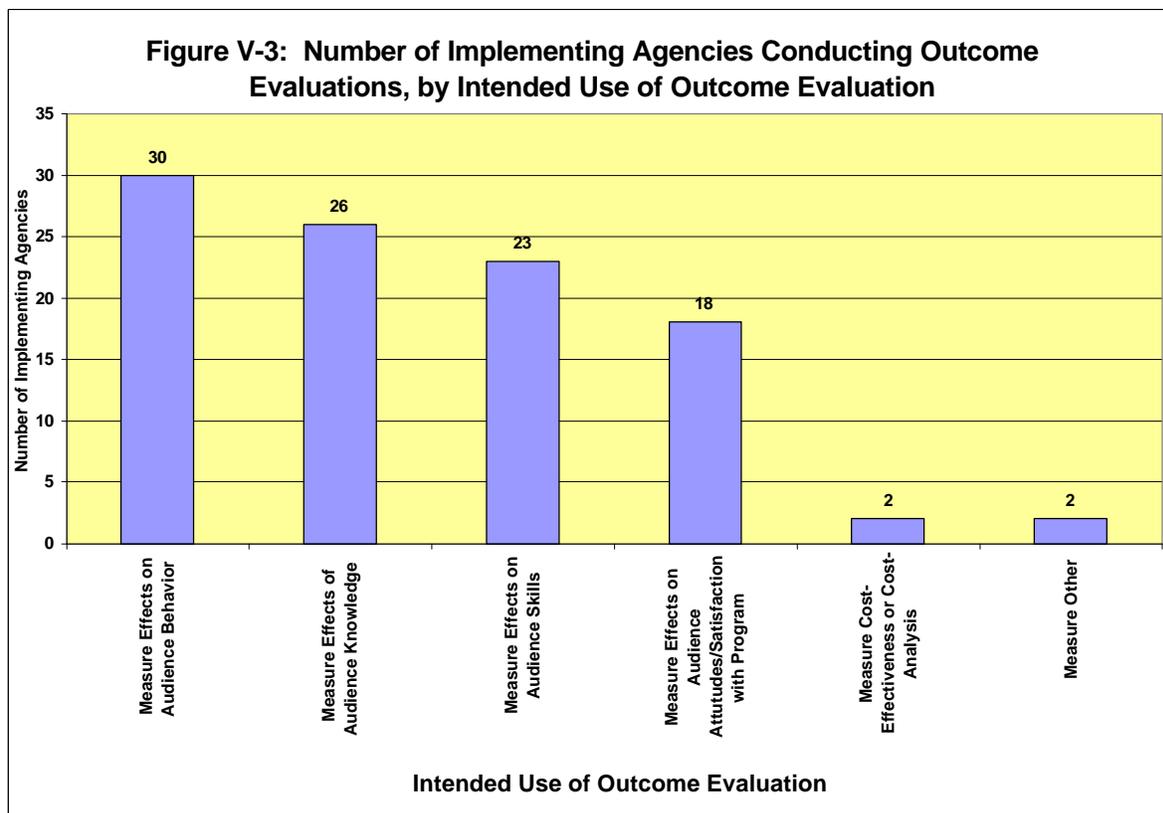
### ***a. Process evaluations***

Process evaluations were conducted to determine if a particular program component was effective in accomplishing its purpose. When asked if they conducted any process evaluations of their nutrition education programs, 32 agencies (78%) responded that they had. Among these agencies, 28 conducted the process evaluation themselves, while four reported using outside agencies, such as private consultants or university staff. Figure V-2 displays the program components for which process evaluations were used and the number of implementing agencies conducting an evaluation in each area.

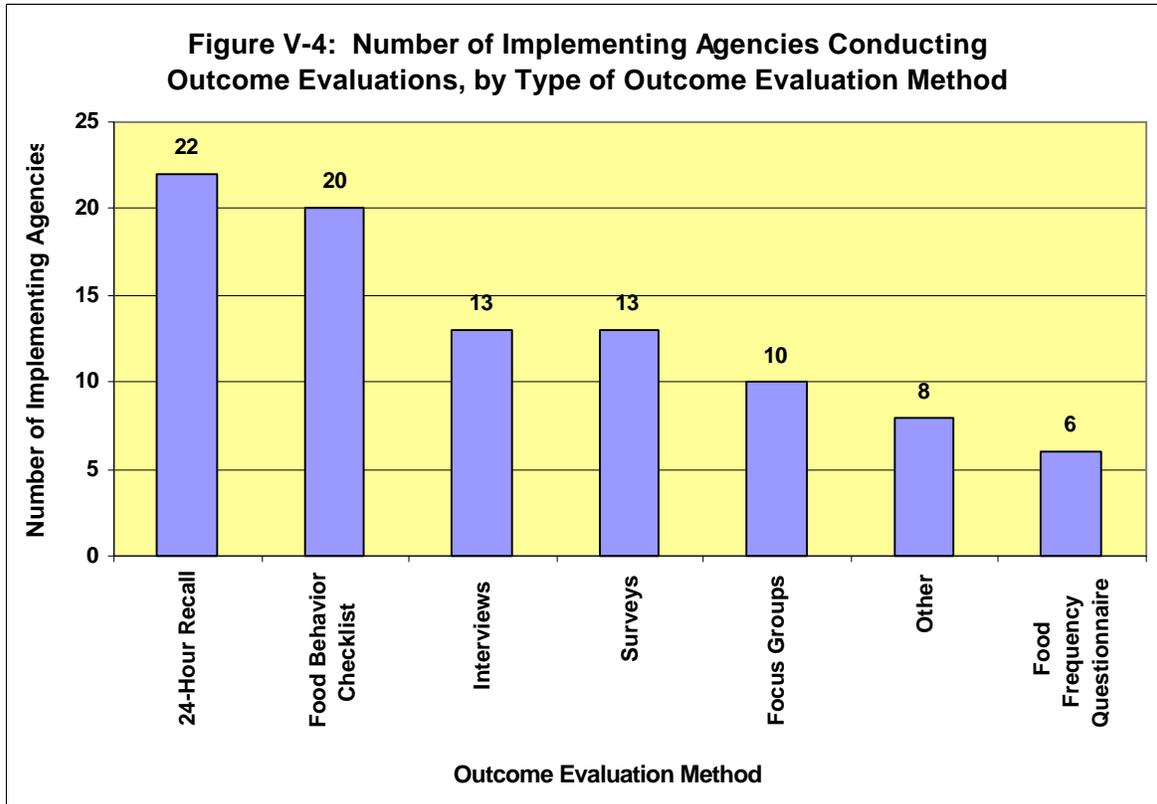


**b. Outcome evaluations conducted by implementing agencies.**

Outcome evaluations were used by implementing agencies to assess the extent to which they were meeting the behavioral objectives they had established. Thirty-three agencies (70%) responding to the mail-out survey reported conducting some form of outcome evaluation. It was interesting to note, that with one exception, the same agencies that reported conducting a process evaluation also reported conducting an outcome evaluation. Outcome evaluations were used to measure the effect of the delivery of nutrition education on the target populations. The most commonly reported outcome evaluation efforts measured the effect of nutrition education on client behavior, knowledge, skills, and satisfaction with the program. Figure V-3 displays the types of outcome measures utilized by the agencies and the number of implementing agencies using them.



Agencies used a variety of methods to conduct their evaluations. All of the methods reported involved collecting data directly from the clients. Dietary recalls and food behavior checklists administered to their target population were used most often by the implementing agencies. Both of these methods are designed to collect data from individual clients regarding foods eaten or purchased. Other methods reported to have been used include interviews, focus groups, surveys, and administering food frequency questionnaires. Figure V-4 shows the various types of methods used by the agencies to conduct their outcome evaluations and the number of agencies using these methods.



Implementing agencies also used a variety of methods to report their evaluation results. Thirty-five agencies (89%) reported their evaluation results through an annual project report. Eight agencies (25%) reported publishing their evaluation results in journals, newsletters, or other publications, and 7 agencies (23%) reported presenting their evaluation results at professional meetings. Information from individual agencies regarding the outcomes of their evaluation efforts are contained in Table A-10 located in Appendix A.

#### D. Conclusion

This study has provided descriptive information regarding the implementation of the Food Stamp Nutrition Education Program at the State and local level. The Food Stamp Nutrition Education Program is one of the most important sources of nutrition education information for low-income audiences in America. Unlike many Federal nutrition education programs that target clients with specific problems or issues, the Food Stamp Nutrition Education Program

provides a flexible approach for States and implementing agencies to identify and serve target populations that they deem to be a priority within their State. In addition, because of the diversity in the types of agencies permitted to administer the program the opportunity exists for creative approaches to be developed to serve these populations.

The phenomenal growth of this program over the last several years is a testament to both its importance and popularity. However, the program will likely face a number of challenges over the next few years. Throughout this study, the different approaches to providing nutrition education developed by the diverse group of implementing agencies were examined. While FNS should be very proud of how this program has evolved, some potential challenges may need to be faced as this program continues to grow. Three key issues were brought to light through this study:

- # ***Coordinating the delivery of nutrition education services among federally funded programs.*** Because the food stamp population encompasses many of the target populations receiving services from other government-funded programs, coordination of service delivery will become increasingly important. Persons targeted to receive nutrition education from a number of programs can easily become confused and frustrated if they receive different messages from these agencies or feel that services are fragmented. Agencies administering these nutrition education programs must make efforts to coordinate their planning process, message development, and delivery methods to avoid this problem.
  
- # ***Coordinating the delivery of in-person nutrition education with nutrition education delivered through social marketing and mass media.*** With 20 active nutrition education networks currently participating as agencies in the Food Stamp Nutrition Education Program, the use of social marketing and mass media to deliver messages will become a more prominent part of the program. The use of social marketing and mass media can be a wonderful complement to in-person delivery of nutrition education. However, if efforts in this area are not coordinated, the two approaches may work against each other. It is therefore critical for agencies using social marketing and mass media to coordinate both their message development and delivery with agencies providing in-person nutrition education.
  
- # ***Developing reporting systems to identify both the number of clients being served by agencies and agency progress in meeting goals and objectives.*** The lack of specific reporting requirements for both client services and program goals and objectives have been noted throughout this report. Because of the

size of the Food Stamp Nutrition Education Program, Federal and State policymakers will want to have information on both the programs operations and effectiveness. Without a uniform reporting system for clients, reliable information on the number served can not be provided. Without methods to evaluate progress towards meeting goals and objectives, there can be not information about the effectiveness of different methods and approaches to delivering nutrition education.

Addressing these issues will further strengthen the Food Stamp Nutrition Education Program. A larger audience can be reached with coordinated nutrition education messages. In addition, evaluations of the progress and outcomes of Food Stamp Nutrition Education Programs will provide evidence of the benefits of the program to Federal and State policymakers.

*Appendix A: Key Survey Responses from Individual  
Implementing Agencies*

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## Appendix A: Listing of Tables

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- Table A-1. Approaches Used by Implementing Agencies to Administer their Food Stamp Nutrition Education Activities
- Table A-2. Memoranda of Understanding (MOUs) Among the 25 Implementing Agencies that Utilize MOUs
- Table A-3. Summary of Marketing Efforts Reported by Implementing Agencies
- Table A-4. Specific Components of the Dietary Guidelines Included in Nutrition Education Activities by Implementing Agencies
- Table A-5. Number of State and Local Full Time Equivalents (FTEs) Reported by Implementing Agencies
- Table A-6. Descriptions of Initial Training Provided to Nutrition Educators by Implementing Agencies
- Table A-7. Descriptions of Ongoing Training Provided to Nutrition Educators by Implementing Agencies
- Table A-8. Number of Implementing Agencies Reporting Sites Used for Delivering Nutrition Education by Type of Site
- Table A-9. Implementing Agency Use of Mass Media by Type of Media
- Table A-10. Summary of Implementing Agency Evaluation Findings

**Table A-1.  
Approaches Used by Implementing Agencies to Administer Their  
Food Stamp Nutrition Education Activities**

State	Implementing Agency	Structural Approach		
		One Overall State Approach	Individual Plans for Different Program Areas	Individual Local Plans Based on Geographic Area
Alabama	Cooperative Extension		✓	
Arkansas	Cooperative Extension	✓		
California	Cooperative Extension		✓	
	Department of Health	✓		
Colorado	Cooperative Extension	✓		
Connecticut	Cooperative Extension		✓	
	Department of Health		✓	
Florida	Interagency State Family Network		✓	
Georgia	Cooperative Extension		✓	
Georgia	Cooperative Extension/ Georgia State University Center for Applied Research			✓
Georgia	Department of Human Resources		✓	
Georgia	University Dept. of Nutrition	✓		
Georgia	Georgia State University Division of Family and Child Services			✓
Idaho	Cooperative Extension		✓	

**Table A-1 contd.  
Approaches Used by Implementing Agencies to Administer Their  
Food Stamp Nutrition Education Activities**

State	Implementing Agency	Structural Approach		
		One Overall State Approach	Individual Plans for Different Program Areas	Individual Local Plans Based on Geographic Area
Illinois	Cooperative Extension			✓
Indiana	Cooperative Extension	✓		
Iowa	Cooperative Extension	✓		
Iowa	Department of Health		✓	
Kansas	Cooperative Extension		✓	
Kentucky	Cooperative Extension		✓	
Kentucky	Cooperative Extension	✓		
Louisiana	Cooperative Extension	✓		
Maine	DHSTI/Cooperative Extension	✓		
Maine	Bureau of Elderly		✓	
Maine	Maine Nutrition Network		✓	
Massachusetts	Cooperative Extension	✓		
Michigan	Cooperative Extension	✓		
Minnesota	Minnesota Food & Nutrition Network			✓
Minnesota	Cooperative Extension			✓
Mississippi	Cooperative Extension			

**Table A-1 contd.  
Approaches Used by Implementing Agencies to Administer Their  
Food Stamp Nutrition Education Activities**

State	Implementing Agency	Structural Approach		
		One Overall State Approach	Individual Plans for Different Program Areas	Individual Local Plans Based on Geographic Area
Missouri	Cooperative Extension			✓
Missouri	Dept. of Health Network		✓	
Nebraska	Cooperative Extension	✓		
New Hampshire	Cooperative Extension & University	✓		
New Jersey	Cooperative Extension	✓		
New Mexico	Cooperative Extension	✓		
New York	Welfare; Department of Health (both non-networks)			✓
North Carolina	Cooperative Extension		✓	
North Dakota	Cooperative Extension	✓		
Ohio	Cooperative Extension		✓	
Oklahoma	Cooperative Extension	✓		
Oregon	Cooperative Extension	✓		
South Carolina	Cooperative Extension	✓		
South Dakota	Cooperative Extension	✓		

**Table A-1 contd.  
Approaches Used by Implementing Agencies to Administer Their  
Food Stamp Nutrition Education Activities**

State	Implementing Agency	Structural Approach		
		One Overall State Approach	Individual Plans for Different Program Areas	Individual Local Plans Based on Geographic Area
Tennessee	Cooperative Extension	✓		
Texas	Cooperative Extension		✓	
Vermont	Welfare (non-network); Dept. Health & Cooperative Extension (network)		✓	
Virginia	Cooperative Extension		✓	
Virginia	Virginia Smart Food Choices	✓		
Washington	Cooperative Extension (both network and non-network)			✓
Wisconsin	Cooperative Extension			✓
<b>TOTALS</b>		22	19	10

**Table A-2.  
Memoranda of Understanding (MOUs) Among the 25 Implementing  
Agencies that Utilize MOUs**

<b>Implementing Agency</b>	<b>Organizations Covered by MOU</b>
California Department of Health	CA Department of Social Services and the CA Department of Health Services
Connecticut Cooperative Extension	CT Department of Social Services and the University of Connecticut (UConn); University of Rhode Island Department of Food Science & Nutrition and UConn; UConn Health Center/Thames River Campus Cooperative Extension and the Department of Nutritional Sciences.
Connecticut Department of Health	CT Department of Social Services and CT Department of Public Health
Florida Interagency State Family Network	FL Health and Rehabilitative Services/Food Stamp Program and the University of Florida Cooperative Extension Service
Georgia Cooperative Extension	GA Department of Human Resources Division and Family and Children's Services, and the University of Georgia Cooperative Extension Service.
Georgia Cooperative Extension/Georgia State University Center for Applied Research	GA Department of Human Resources Division and Family and Children's Services, and Georgia State University Center for Applied Research in Anthropology
Georgia Department of Human Resources	Department of Human Resources Division and Family and Children's Services, and the Division of Public Health Office of Nutrition
Georgia University Department of Nutrition	Department of Human Resources Division and Family and Child Services/GA Coalition for Better Health, and Georgia State University Department of Nutrition and Dietetics
Iowa Cooperative Extension	IA Department of Human Services and Iowa State University Extension Service (contract)
Iowa Department of Health	IA Department of Human Services and IA Department of Public Health (contract)
Illinois Cooperative Extension	IL Department of Public Aid and the University of Illinois Cooperative Extension Service

**Table A-2 contd.  
Memoranda of Understanding (MOUs) Among the 25 Implementing  
Agencies That Utilize MOUs**

<b>Implementing Agency</b>	<b>Organizations Covered by MOU</b>
Maine DHSTI/ Cooperative Extension	University of Southern Maine Department of Human Services Training Institute (DHSTI) and University of Maine Cooperative Extension Service.
Maine Bureau of Elderly	Cooperative Agreements between the DHSTI and: 1) Bureau of Elder and Adult Services; 2) the University of Maine Department of Food Science and Nutrition; 3) Southern Maine Technical College Dietetic Technician Program; 4) University of Maine at Farmington; 5) Aroostook Area Agency on Aging; 6) Eastern Agency on Aging; 7) Senior Spectrum; 8) Southern Maine Area Agency on Aging; and 9) Western Maine Area Agency on Aging.
Massachusetts Cooperative Extension	University of Massachusetts Cooperative Extension and MA Department of Transitional Assistance
Mississippi Cooperative Extension	MS Department of Human Services with MS State Cooperative Extension Service and Alcorn State University Cooperative Extension Service
North Carolina Cooperative Extension	MOU is in the form of a formal purchase of services contract between NC Department of Human Resources Division of Social Services, and North Carolina State University Cooperative Extension
New Mexico Cooperative Extension	New Mexico State University Cooperative Extension Service and the State Human Services Department, Income Support Division (joint powers agreement).
New York Welfare: Department of Health	NY Department of Social Services and NY Department of Health
Ohio Cooperative Extension	Ohio Department of Human Services Food Stamps, Temporary Emergency Food Assistance Program Section, and Ohio State University Research Foundation.
Oklahoma Cooperative Extension	DHS Food Stamp Program & Oklahoma State University Cooperative Extension
Oregon Cooperative Extension	OR Department of Human Resources Adult and Family Services Division and Oregon State University Extension Service
South Dakota Cooperative Extension	1) WIC, Department of Health & Cooperative Extension Service; 2) Food Stamp Program and Cooperative Extension Service

**Table A-2 contd.  
Memoranda of Understanding (MOUs) Among the 25 Implementing  
Agencies That Utilize MOUs**

<b>Implementing Agency</b>	<b>Organizations Covered by MOU</b>
Tennessee Cooperative Extension	Contract between University of Tennessee and Department of Human Services
Texas Cooperative Extension	Texas A&M University and Texas Department of Human Services
Vermont Welfare: Department of Health & Cooperative Extension Network	Department of Health (DOH) with network partner organizations, public schools, and the Department of Social Welfare

**Table A-3.  
Summary of Marketing Efforts Reported by Implementing Agencies**

Implementing Agency	Marketing and Advertising Outreach to Target Audience
Alabama Cooperative Extension	1-800-number; social marketing, including TV and radio through classes, food demonstrations, exhibits, and fliers
Arkansas Cooperative Extension	Brochures and exhibits at places such as OHS, health departments, health fairs, congregate meal sites, news articles in local newspapers and radio.
California Cooperative Extension	No marketing efforts.
California Department of Health	Mass media; outreach to state leadership organizations
Colorado Cooperative Extension	Word of mouth; working with other reporting agencies
Connecticut Cooperative Extension	Marketing agency, Internet, health fairs, telephone hotline, mailings, pamphlets/brochures, videos, radio, TV, workshops
Connecticut Department of Health	Via nutrition education workshops (directly), through professional conferences and seminars (indirectly to target audience), so other nutrition educators were made aware of available educational materials
Florida Interagency State Family Network	Educational material used /produced for FSNEP programs were used for the purpose of teaching handouts distributed during programs, not advertised in any other setting.
Georgia Cooperative Extension	Personal contact with agencies which serve Vietnamese and Somalian refugees.
Georgia Cooperative Extension/ Georgia State University Center for Applied Research	No marketing efforts reported.
Georgia Department of Human Resources	No marketing efforts reported.
Georgia University Department of Nutrition	N/A- We had formalized the plan, but had not actually done the marketing at this time.
Georgia State University Division of Family	Local publicity through radio, flyer posting, announcements with agencies serving clientele, newsletter mailings, eligible schools.
Iowa Cooperative Extension	Is promoted at local level through a variety of methods- brochures, referrals, posters, door-knocking
Iowa Department of Health	No marketing efforts reported.
Idaho Cooperative Extension	Mass media, referrals, word-of-mouth, recruitment efforts by peer in local community, set up display (staffed and unstaffed) in offices where audience congregates; health fair booths

**Table A-3 contd.  
Summary of Marketing Efforts Reported by Implementing Agencies**

Implementing Agency	Marketing and Advertising Outreach to Target Audience
Illinois Cooperative Extension	We marketed the entire program with our presence in the community.
Indiana Cooperative Extension	PSAs, TV, Newsletters, Postings, Agencies, Door to door
Kansas Cooperative Extension	Counties are responsible for doing this locally, use a variety of methods newspapers, newsletters, radio, posters, displays, word-of-mouth.
Kentucky Cooperative Extension	Marketing strategies included the following: fact sheets, display board, focus groups and flyers.
Massachusetts Cooperative Extension	Collaborated with community organizations and agencies to market to existing groups
Maine DHSTI/ Cooperative Extension	Informed them during lessons.
Maine Bureau of Elderly	Didn't per se. Used phone calls for home visits, scheduled activity time @ group settings
Maine Nutrition Network	Sent letters to teachers to participate in to project, then teachers presented nutrition education to their students; used insert in food stamp mailing to create interest in recipe and garments market brochure; PATT home visitors recruited families in their community.
Michigan Cooperative Extension	They are used as educational tools therefore we do not advertise them but incorporate them into whatever relevant lesson we are sharing with the target audience
Minnesota Food & Nutrition Network	No marketing efforts reported.
Minnesota Cooperative Extension	No marketing efforts reported.
Missouri Cooperative Extension	Client referrals from collaborating agencies; direct marketing to target audience; direct marketing collaboration with other agencies and organizations
Missouri Department of Health Network	N/A regarding nutrition education Participants in focus groups were recruited in Division of Family Services Offices with a flyer. Interview participants were 'intercepted' in DFS offices.
North Carolina Cooperative Extension	Eligible participants are personally identified and recruited for the program. (phone, mailed invitation, agency referral, news media, recruited by past participants, agency request to work with preformed groups)
North Dakota Cooperative Extension	Primarily through a monthly newsletter sent directly to the homes of food stamp recipients.
Nebraska Cooperative Extension	1) Market to case managers and receive referrals; 2) WIC Nutritionists for referral; 3) Brochures in health department and food stamp offices; 4) Educational displays; 5) Radio PSA's; 6) TV show in selected sites ( show PSAs); 7) Local coalitions and councils

**Table A-3 contd.  
Summary of Marketing Efforts Reported by Implementing Agencies**

Implementing Agency	Marketing and Advertising Outreach to Target Audience
New Hampshire Cooperative Extension & University	1-800 numbers we're been using for about 10 years; agencies and organizations; schools; trainings/institutes.
New Jersey Cooperative Extension	Individual project marketing and Network marketing sheet.
New Mexico Cooperative Extension	Variety of ways (i.e. media, flyers, door to door, etc.)
New York Welfare; Department of Health	Direct mail, distribution to all community and services used by target audience, flyers at DSS, libraries, laundromats, etc.
Ohio Cooperative Extension	Brochures, posters, newsletters
Oklahoma Cooperative Extension	Personal recruitment in local neighborhoods; personal recruitment at WIC, Food Stamp, and Health Dept. offices; personal recruitment by phone from food stamp records; personal referrals from other agency staff and current program participants
Oregon Cooperative Extension	Through other agencies, newsletters, face to face contact and through other agency staff.
South Carolina Cooperative Extension	No marketing efforts reported.
South Dakota Cooperative Extension	Word of mouth
Texas Cooperative Extension	Through local news articles, newsletters, radio and exhibits.
Virginia Cooperative Extension	Pre-existing group classes, home visits, toll-free phone#, cards mailed out in Food Stamp mailings
Virginia Smart Food Choices	A toll free hotline, promotional inserts for all food stamp households, posters.
Vermont Welfare; Department of Health & Cooperative Extension	Materials were developed/adapted/borrowed/purchased for use in group or private settings where the activity was promoted to potential participants but not the materials involved in conducting the activity
Washington Cooperative	Local projects- though other agencies and personal contact; Network- through mass mailings
Wisconsin Cooperative Extension	Referrals were solicited from local agencies who serve food stamp eligible persons. Staff conducted marketing/recruitment sessions at a variety of settings or gatherings.





**Table A-4 contd.  
Specific Components of the Dietary Guidelines Included in Nutrition  
Education Activities by Implementing Agencies**

Implementing Agency	Dietary Guidelines Addressed						
	Eat a Variety of Foods	Maintain or Improve Weight	Choose Plenty of Grains, Vegetables and Fruits	Choose a Diet Low in Fat, Saturated Fat, and Cholesterol	Choose a Diet Moderate in Sugars	Choose a Diet Moderate in Sodium	Drink Alcohol in Moderation
Kansas Cooperative Extension	✓	✓	✓	✓	✓	✓	✓
Kentucky Cooperative Extension	✓	✓	✓	✓	✓	✓	
Massachusetts Cooperative Extension	✓		✓	✓	✓	✓	
Maine DHSTI/ Cooperative Extension	✓	✓	✓	✓	✓	✓	✓
Maine Bureau of Elderly	✓	✓	✓	✓	✓	✓	✓
Maine Nutrition Network	✓	✓	✓	✓	✓	✓	
Michigan Cooperative Extension	✓	✓	✓	✓	✓	✓	✓
Minnesota Food & Nutrition Network	✓	✓	✓	✓	✓		
Minnesota Cooperative Extension	✓	✓	✓	✓	✓	✓	✓
Missouri Cooperative Extension	✓	✓	✓	✓	✓	✓	✓
Missouri Department of Health Network	✓		✓				

**Table A-4 contd.  
Specific Components of the Dietary Guidelines Included in Nutrition  
Education Activities by Implementing Agencies**

Implementing Agency	Dietary Guidelines Addressed						
	Eat a Variety of Foods	Maintain or Improve Weight	Choose Plenty of Grains, Vegetables and Fruits	Choose a Diet Low in Fat, Saturated Fat, and Cholesterol	Choose a Diet Moderate in Sugars	Choose a Diet Moderate in Sodium	Drink Alcohol in Moderation
North Carolina Cooperative Extension	✓	✓	✓	✓	✓	✓	✓
North Dakota Cooperative Extension	None Reported						
Nebraska Cooperative Extension	✓	✓	✓	✓			
New Hampshire Cooperative Extension & University	✓	✓	✓	✓	✓	✓	✓
New Jersey Cooperative Extension	✓	✓	✓	✓	✓	✓	✓
New Mexico Cooperative Extension	✓	✓	✓	✓	✓	✓	✓
New York Welfare; Department of Health	✓	✓	✓	✓	✓	✓	✓
Ohio Cooperative Extension	✓	✓	✓	✓	✓	✓	✓
Oklahoma Cooperative Extension	✓	✓	✓	✓	✓	✓	✓
Oregon Cooperative Extension	✓	✓	✓	✓	✓	✓	✓

**Table A-4 contd.  
Specific Components of the Dietary Guidelines Included in Nutrition  
Education Activities by Implementing Agencies**

Implementing Agency	Dietary Guidelines Addressed						
	Eat a Variety of Foods	Maintain or Improve Weight	Choose Plenty of Grains, Vegetables and Fruits	Choose a Diet Low in Fat, Saturated Fat, and Cholesterol	Choose a Diet Moderate in Sugars	Choose a Diet Moderate in Sodium	Drink Alcohol in Moderation
South Carolina Cooperative Extension	✓		✓	✓	✓	✓	
South Dakota Cooperative Extension	✓	✓	✓	✓	✓		
Texas Cooperative Extension	✓	✓	✓	✓	✓	✓	✓
Virginia Cooperative Extension	✓	✓	✓	✓		✓	✓
Virginia Smart Food Choice	None Reported						
Vermont Welfare: Department of Health & Cooperative Extension	✓	✓	✓	✓	✓	✓	✓
Washington Cooperative Extension	✓		✓	✓	✓	✓	
Wisconsin Cooperative Extension	✓	✓	✓	✓	✓		
<b>TOTAL</b>	<b>43</b>	<b>39</b>	<b>44</b>	<b>42</b>	<b>38</b>	<b>36</b>	<b>26</b>

**Table A-5.  
Number of State and Local Full Time  
Equivalents (FTEs) Reported by  
Implementing Agencies**

Implementing Agency	Staff FTEs Reported	
	State-level FTEs	Local-level FTEs
Alabama Cooperative Extension	8.53	45.6
Arkansas Cooperative Extension	3.875	13.6
California Cooperative Extension	26.4	12.70
California Department of Health	12.15	Not Reported
Colorado Cooperative Extension	1.5	10.8
Connecticut Cooperative Extension	11.0	0.2
Connecticut Department of Health	2	Not Reported
Florida Interagency State Family Network	4	27
Georgia Cooperative Extension	1.25	0
Georgia Cooperative Extension/Georgia State University Center for Applied Research	1	Not Reported
Georgia Department of Human Resources	0	74
Georgia University Department of Nutrition	3	Not Reported
Georgia State University Division of Family	3.15	12.70
Iowa Cooperative Extension	1.55	14.74
Iowa Department of Health	0.5	Not Reported

**Table A-5 contd.  
Number of State and Local Full Time  
Equivalents (FTEs) Reported by  
Implementing Agencies**

Implementing Agency	Staff FTEs Reported	
	State-level FTEs	Local-level FTEs
Idaho Cooperative Extension	1.25	2.88
Illinois Cooperative Extension	1	100
Indiana Cooperative Extension	24.75	20
Kansas Cooperative Extension	10	21
Kentucky Cooperative Extension	0	0
Maine DHSTI/ Cooperative Extension	0.5	21
Maine Bureau of Elderly	3.22	7.5
Maine Nutrition Network	3.25	Not Reported
Michigan Cooperative Extension	2.72	111.83
Minnesota Food & Nutrition Network	7.10	105.73
Minnesota Cooperative Extension	5	94.7
Missouri Cooperative Extension	2	69.20
Missouri Department of Health Network	1.5	1.2
North Carolina Cooperative Extension	3.5	117.15
North Dakota Cooperative Extension	1.8	15.15
Nebraska Cooperative Extension	1.25	13.00

**Table A-5 contd.  
Number of State and Local Full Time  
Equivalents (FTEs) Reported by  
Implementing Agencies**

Implementing Agency	Staff FTEs Reported	
	State-level FTEs	Local-level FTEs
New Hampshire Cooperative Extension & University	3.8	7.5
New Jersey Cooperative Extension	1.8	2.2
New Mexico Cooperative Extension	1.375	17.8
New York Welfare; Department of Health	1	18
Ohio Cooperative Extension	1.61	64.33
Oklahoma Cooperative Extension	1	27.25
Oregon Cooperative Extension	0.9	15.82
South Carolina Cooperative Extension	4	18
South Dakota Cooperative Extension	1.78	6
Texas Cooperative Extension	53	64
Virginia Cooperative Extension	15.9	50.4
Vermont Welfare; Department of Health & Cooperative Extension	1.10	13.93
Washington Cooperative Extension	0.87	18.42
Wisconsin Cooperative Extension	8.8	82.0

**Table A-5 contd.  
 Number of State and Local Full Time  
 Equivalents (FTEs) Reported by  
 Implementing Agencies**

Implementing Agency	Staff FTEs Reported	
	State-level FTEs	Local-level FTEs
<b>TOTALS</b>	<b>245.68</b>	<b>1,317.33</b>
<b># TRACK RESPONSES</b>	<b>45</b>	<b>39</b>
<b>MEANS</b>	<b>5.46</b>	<b>33.78</b>
<b>RANGES</b>	<b>0 - 53</b>	<b>0 - 117.15</b>

**Table A-6.  
Descriptions of Initial Training Provided to Nutrition Educators  
by Implementing Agencies**

<b>Implementing Agency</b>	<b>Description of Initial Staff Training</b>
Alabama Cooperative Extension	In January 1997, an in-depth 4-day orientation and in-service was held for all new NEP Program Assistants and Supervision Agents. These individuals were trained on all aspects of the Nutrition Education Program, including policies, procedure, and subject matter. In addition, secretaries received a 2-day orientation. Fourteen secretaries were trained on the computer reporting procedure and data entry for NEP enrollment.
Arkansas Cooperative Extension	Two-day in services training on the purpose of the program; working with limited resource audiences; appropriate teaching materials and methods; record keeping; establishing advisory committees.
California Cooperative Extension	Most of over staff are EFNEP-trained para-professionals. We give staff training once a year. In 1997 we trained staff at a statewide conference.
Colorado Cooperative Extension	One week of nutrition, community nutrition education, curriculum delivery, diversity, evaluation, budgeting USDA budgets and in kind recruiting.
Connecticut Department of Health	Program coordinator provides supervision and direction; an in service training is given upon hiring of a nutrition educator. The in service describes the program its objectives its materials and the evaluation component as well as includes a detailed overview of training/nutrition.
Florida Interagency State Family Network	Family and consumer sciences extension agents were initially trained and then they trained their paraprofessionals in the country.
Georgia Cooperative Extension	We worked together to develop a training program.
Georgia Cooperative Extension/Georgia State University Center for Applied Research	Staff involvement at planning meetings. Included full time research coordinator, 2 grad students and volunteer dietitian. They attended each community meeting- will be a part of 98 and 99 project when they Didi direct nutrition education programs
Georgia Department of Human Resources	State-wide meeting for all Family Connection employees on local positions was required. Other requirement was follow-up course(s) on nutrition.
Georgia University Department of Nutrition	Public health nutritionists were trained in a statewide workshop directed by Westat, Inc. The workshop provided information on topics such as, understanding the target audience, stages of change and other behavior change models, and an overview of the resources that accompany the FSNEP.
Georgia State University Division of Family	A two day training was conducted with staff delivering program to target population. Staff included County Extension Agents and program assistants. Topics covered were: policy guidance, identifying and working with target population, teaching resources, nutrition curriculum and creative teaching techniques, record keeping, reporting and evaluation, protocol and procedures for participation and reimbursement.

**Table A-6 contd.  
Descriptions of Initial Training Provided to Nutrition Educators  
by Implementing Agencies**

<b>Implementing Agency</b>	<b>Description of Initial Staff Training</b>
Iowa Cooperative Extension	When the program was launched, we provided a two-day, state level orientation to program staff.
Idaho Cooperative Extension	Two levels of training: 1) from state level to county/regional coordinators; 2) from county/regional to peer educators (demographically representative of target population).
Illinois Cooperative Extension	Staff are trained monthly or bi-monthly regionally. Hire all new staff and train in record keeping, budget, and facilitative education.
Indiana Cooperative Extension	Training is done on an ongoing basis. The initial training in 3 days in a row and a follow-up usually a month later to cover money management and feeding young children.
Kansas Cooperative Extension	Fall conference teaching techniques to reach limited resource audience, FNP record keeping.
Kentucky Cooperative Extension	To be done in FY98.
Massachusetts Cooperative Extension	Project Leaders were previously trained in the curriculum they used as part of their on-going extension training. The project leaders were responsible for training the paraprofessionals on their individual projects.
Maine DHSTI/ Cooperative Extension	Nutrition aide staff training consists of three weeks of county level work that includes introduction to Coop Ext and the program, curriculum work, food recalls, job shadowing, paperwork, and collaborators. This was followed up with three day state level session on recruiting, agencies to work with, curriculum review, communication skills, personal safety, food budgeting lessons, "shopping spree- feed a family of 4 with ___ dollars" @local stores, case studies, and learning styles.
Maine Bureau of Elderly	Program orientation; How to use the assessment and educational tools; How to schedule/recruit participants; Basics of geriatric nutrition.
Maine Nutrition Network	Teacher training conducted at 6 sites in ME. Focused on basic nutrition in formation and using the curriculum; Pre-school teacher training- conducted throughout ME, focused on the Adventures in Eating-Chef Combo Curriculum.
Michigan Cooperative Extension	We offer yearly training that consists of 8 days followed by 4 regional trainings, mentorship, and supervision by a content person in the county or region. Training is continual because nutrition and policy changes are constant.
Minnesota Food & Nutrition Network	One-on-one teaching sessions and three group sessions for continuing peers
Minnesota Cooperative Extension	16 hours education in program and curriculum

**Table A-6 contd.  
Descriptions of Initial Training Provided to Nutrition Educators  
by Implementing Agencies**

<b>Implementing Agency</b>	<b>Description of Initial Staff Training</b>
Missouri Cooperative Extension	Nutrition specialists at the masters level provide intense subject matter training during the first months of training.
North Carolina Cooperative Extension	Program assistants receive 60 hours of training in food and nutrition topics and program delivery techniques, followed by 20-32 hours in the program's specific curriculum.
North Dakota Cooperative Extension	State Extension Specialists delivered training in the areas of Food and Nutrition, Food safety and Food Budgeting. Program administrators discussed Eating Right is Basic curriculum, record keeping and reporting, getting to know the customer and using research-based information.
Nebraska Cooperative Extension	1) On campus orientation; 2) three weeks of training with current staff members; 3) work with local extension educators; 4) one half day spent with state wide FSNEP coordinators
New Hampshire Cooperative Extension & University	Staff training involves nine days of subject matter training (covering background materials, use of educational materials, teaching techniques), and 3-4 days of "shadowing" in the field with another nutrition educator.
New Jersey Cooperative Extension	3-4 week training with State staff
New Mexico Cooperative Extension	1) Home economists were responsible for initial training of their program assistants and educators; 2) "Lone" educators received a one-week intensive group training at the beginning of their employment- conducts by the state program coordinator
New York Welfare; Department of Health	Each project did their own training utilizing Cornell's training components
Ohio Cooperative Extension	All get "Nutrition for Living" by Christian and Greger, and its companion audio workbook curriculum. All attend 2-day in-service about implementation of FNP and nutrition update.
Oklahoma Cooperative Extension	Complete 3 weeks of orientation in-service provided by the supervising Extension educator. This includes basic nutrition knowledge, basics of teaching adults, general orientation to extension, and review of job requirements and expectations.
Oregon Cooperative Extension	Teaching/Education- methods to teach and reach target population; Food and nutrition subject matter; program documentation (record keeping); dealing with individual needs (psychology).
South Carolina Cooperative Extension	All employees who delivered the education were also employed through EFNEP. All received basic nutrition education and how to work with low income adults and youth as part of intensive initial EFNEP training. Plus they receive monthly updates and focused training on various topics.

**Table A-6 contd.  
Descriptions of Initial Training Provided to Nutrition Educators  
by Implementing Agencies**

<b>Implementing Agency</b>	<b>Description of Initial Staff Training</b>
South Dakota Cooperative Extension	Orientation to FSNEP, Extension service, social services, FSP; understanding and working with low-income and low-literacy audiences; basic nutrition guidelines; curricula training; teaching skills-- adults and youth; record keeping.
Texas Cooperative Extension	State workshop/training for agents Regional Cluster Training involving agents and paraprofessionals District quarterly training individual local level
Virginia Cooperative Extension	Series of lessons. Considered to be in initial training in first full month of employment- ends up being 16 days (6 hrs each) or 96 contact hours of training.
Vermont Welfare; Department of Health & Cooperative Extension	Staff performing the UVM Extension nutrition education services in the Plan were all part of the Extension system and consequently received regular training in nutrition education. They also met as a group several times during the year to discuss progress on the FSNEP work plan, and met one time to be trained to use the newly-developed curriculum.
Washington Cooperative Extension	Done at Local level
Wisconsin Cooperative Extension	<p>At the local unit level staff training materials were provided for coordinators who planned/conducted training. These included staff training outlines and teaching resource materials. Training was provided to meet educators needs. Content included (depending on educator needs): orientation to position, office, colleagues, agencies; planning to teach in various settings; how to teach; how adults learn; working with groups; handling difficult clients; keeping records; policies and procedures. Subject content included: Dietary Guidelines and Food Pyramid; food choices; dietary practices for individuals throughout the life span; culture and food; planning and buying and preparing economical and nutritious food; accessing locally available food programs/resources; food budgeting; safe food handling practices; physical activity and food. District workshops provided training in interactive ways to teach nutrition, teaching adults, food choices and the food guide pyramid.</p> <p>The statewide annual conference included training in team building; teaching individuals with limited incomes; reaching our audience; planning for teaching; focusing teaching plans; teaching youth; teaching adults with young children; teaching older adults. All sessions included subject content in nutrition, financial resource management as related to food and or food safety.</p>

**Table A-7.  
Descriptions of Ongoing Training Provided to Nutrition Educators  
by Implementing Agencies**

<b>Implementing Agency</b>	<b>Description of Ongoing Staff Training</b>
Alabama Cooperative Extension	Informal ongoing training was provided as needed conducted by the supervising agent in the county.
Arkansas Cooperative Extension	Yearly statewide in service training; monthly county training for paraprofessionals on subject matter and program planning. Statewide training is updated on same material covered at initial training
California Cooperative Extension	We offer training on new curriculum that the program will be using. We also offer training on program guidelines and evaluations.
Colorado Cooperative Extension	Annually updates on current trends affecting audience and their environment i.e., welfare reform, learning under stress effective recruiting strategies, new curriculum activities.
Connecticut Cooperative Extension	Attendance of state and regional trainings
Connecticut Department of Health	Monthly meetings were held with all nutrition consultants. During meeting issues were discussed solutions considered and plans were raised accordingly.
Florida Interagency State Family Network	FCS Extension agents were/are responsible for continuous training of paraprofessionals-usually during monthly mini-trainings.
Georgia Cooperative Extension	Graduate school training for grad students and conference attendance
Georgia Department of Human Resources	Ongoing training for public health nutritionists is delivered through conference calls, email and demonstrations. Training peaks during seasons of other national health observances and food related holidays such as 5-A-Day Week.
Georgia University Department of Nutrition	In-county training for nutrition program assistants is provided by county extension agents at organizational winter courses. County Extension agents receive nutrition update training and training update on program policies, procedures and curricula and resources for use with target audiences.
Iowa Cooperative Extension	Annual two day state conference; Monthly local nutrition in service delivered by Extension nutrition and health field specialists.
Iowa Department of Health	2 ICN (IA Communications Network) conferences are offered to the Iowa Home Care Aides each year. Aides are responsible for providing homemaker services (cooking, shopping, meal preparations) to the elderly participants of the Iowa Home Care Aide/Chore Program.
Idaho Cooperative Extension	It varies geographically but minimally there are updates and training meetings once a month. All county/regional coordinators monthly meet with state level reps via conference call.
Illinois Cooperative Extension	Regional monthly or bi-monthly training by regional nutrition staff. Bi-yearly training as a whole group.

**Table A-7 contd.  
 Descriptions of Ongoing Training Provided to Nutrition Educators  
 by Implementing Agencies**

<b>Implementing Agency</b>	<b>Description of Ongoing Staff Training</b>
Indiana Cooperative Extension	Depends on the topic
Kansas Cooperative Extension	Working with the elderly ; food safety; food pyramid guide; general nutrition; nutrition for diabetes.
Maine DHSTI/ Cooperative Extension	On going staff training varied from county to county, but generally it related to nutrition information.
Maine Bureau of Elderly	Minimum of 4 hours/year on geriatric nutrition
Michigan Cooperative Extension	We offer yearly training that consists of 8 days followed by 4 regional trainings, mentorship, and supervision by a content person in the county or region. Training is continual because nutrition and policy changes are constant.
Minnesota Food & Nutrition Network	Continuing education, monthly meetings, various nutrition topic trainings
Missouri Cooperative Extension	Each educator receives a minimum of 8 hours of subject matter training monthly.
North Carolina Cooperative Extension	Program assistants receive training on: 1) food and nutrition topics; 2) evaluation; 3) recruitment/marketing; 4) delivery techniques
North Dakota Cooperative Extension	Annual staff training and quarterly regional training takes place and is coordinated by state extension specialists and/or Administrative staff.
Nebraska Cooperative Extension	1) meet twice a year for all day workshops- topics determined by state coordinator, extension educators and staff.
New Hampshire Cooperative Extension & University	Monthly staff meetings, training on changes related to welfare reform, implementation of Team Nutrition materials, food safety.
New Jersey Cooperative Extension	Bi-weekly in state office
New Mexico Cooperative Extension	1) weekly or bi-weekly in services; 2) counties w/o a home economist used conference calls with state coordinator; 3) annual EFNEP/FSNEP conference
New York Welfare; Department of Health	Training curriculum offered by Cornell
Ohio Cooperative Extension	County level- continuous; District level- 3 times per year; State level- once per year; Other- participate at "need" level in nutrition OSU Extension in-services and in organization in-services.

**Table A-7 contd.  
 Descriptions of Ongoing Training Provided to Nutrition Educators  
 by Implementing Agencies**

<b>Implementing Agency</b>	<b>Description of Ongoing Staff Training</b>
Oklahoma Cooperative Extension	Provided every 2 weeks by supervision-- topics include nutrition, food safety, food budgeting, buying skills, food preparation skills, teaching skills, assessment skills with food recall and behavior checklist.
Oregon Cooperative Extension	Provided by the individual counties. The counties vary in methods, materials and subject matter. Some have included newsletter, CE, etc.
South Carolina Cooperative Extension	Monthly- how to use curriculum, how to work with pre-schoolers and elderly nutrition needs. Adolescent pregnancy curriculum etc. Topic and procedure related.
South Dakota Cooperative Extension	Continuation of items noted in #72; frequency: 3 training meetings, 1 site visit, telephone and computer communication as needed.
Texas Cooperative Extension	District and co levels ongoing education
Virginia Cooperative Extension	Quarterly training is conducted for Program Assistants in a group setting (all PA's in a district). Various nutrition and program implementation issues are covered including 1) In depth information on prevention diet-related chronic disease 2) Nutrition for pregnant women, infants and children 3) Breast-feeding 4) Food Safety 5) Nutrition for older adults 6) Risk management on the job
Vermont Welfare; Department of Health & Cooperative Extension	In the case of UVM Extension, four individuals were Extension Specialists with backgrounds in home economics and participate in professional improvement trainings a few times a year. One staff person attended monthly EFNEP staff trainings to update her nutrition knowledge.
Wisconsin Cooperative Extension	Annual conference for nutrition programs (1); Teleconference in service programs (3); District In service programs (8)

**Table A-8.  
Number of Implementing Agencies Reporting Sites Used for Delivering Nutrition  
Education by Type of Site**

<b>Location</b>	<b>Number of Implementing Agencies Reporting Using Sites for Nutrition Education Delivery</b>
Food Stamp Program Offices	29
Cooperative Extension Offices	27
WIC Agencies	29
Schools	33
Day Care/Head Start Centers	33
Summer Feeding Programs	27
Congregate Meals Program	32
Emergency Food Providers	28
Shelters	22
Community Action Agencies	28
Churches	31
Community Centers	36
Private Agencies	19
Libraries	20
4-H Clubs	17
Public Housing	33
Fairs	29
Farmers Markets	21
Grocery Stores	23
Homes of Clients	29
Halfway Houses	25
Career Centers	28
Health Clinics	27
Migrant Camps	20

**Table A-9.  
Implementing Agency Use of Mass Media  
by Type of Media**

Implementing Agency	Type of Mass Media Used				
	Newspapers & Magazines	Billboards	TV	Radio	Mass Distribution
Alabama Cooperative Extension	✓		✓	✓	
Arkansas Cooperative Extension					✓
California Cooperative Extension				✓	
Colorado Cooperative Extension					
Connecticut Cooperative Extension	✓	✓	✓	✓	✓
Connecticut Department of Health					
Florida Interagency State Family Network	✓			✓	✓
Georgia Cooperative Extension					
Georgia Cooperative Extension/Georgia State University Center for Applied Research	✓		✓	✓	
Indiana Cooperative Extension			✓	✓	✓
Kansas Cooperative Extension	✓		✓	✓	✓
Maine Nutrition Network			✓		
Michigan Cooperative Extension	✓	✓	✓	✓	✓
Minnesota Cooperative Extension	✓		✓	✓	✓
Nebraska Cooperative Extension	✓		✓	✓	

**Table A-9 contd.  
Implementing Agency Use of Mass Media  
by Type of Media**

Implementing Agency	Type of Mass Media Used				
	Newspapers & Magazines	Billboards	TV	Radio	Mass Distribution
New Mexico Cooperative Extension	✓			✓	✓
New York Welfare; Department of Health	✓				✓
Ohio Cooperative Extension				✓	
Oregon Cooperative Extension	✓		✓	✓	
Texas Cooperative Extension	✓		✓	✓	✓
Virginia Cooperative Extension					✓
Virginia Smart Food Choices					✓
Washington Cooperative Extension	✓				
Wisconsin Cooperative Extension	✓		✓	✓	
<b>TOTALS</b>	<b>14</b>	<b>2</b>	<b>12</b>	<b>15</b>	<b>12</b>

**Table A-10.  
Summary of Implementing Agency Evaluation Findings**

<b>Implementing Agency</b>	<b>Summary of Evaluation Results</b>
Alabama Cooperative Extension	Demographics only from ERS; 76% completion rate; 16% increase in nutrition knowledge after intervention
Arkansas Cooperative Extension	Participants reported learning importance of proper nutrition during pregnancy, made positive changes in their dietary habits, added variety to diet, improved shopping skills, and reduced blood cholesterol levels.
California Cooperative Extension	Began implementation of program where goals were developed. Food Stamp profile consists of white (31%), African-American (21%), and Latino (38%). Social Network campaign will not ve fully launched until 1998.
Colorado Cooperative Extension	Program graduates reported positive change in eating habits, ate 3+ meals/snacks each day, able to extend food stamps more successfully, and better food safety habits.
Connecticut Cooperative Extension	SALUD!- increase in knowledge and consumer satisfaction; bilingual education materials well received;
Connecticut Department of Health	SNAP Program — 1) face-to-face education with 2500 eligible seniors 2)aired a nutrition education series of seven lessons to an estimated 11,200 elders through public access TV 3) over 1/3 of health care providers felt that SNAP impacted the daily live of their clients and ½ felt that the clients were effectively using the information provided. Hartford Infant-Toddler Program — 1) reached over 75,000 individuals (through training the trainer, educating parents and children. Special Dietary Needs 1) eight training session for 74 health care workers coordinated a weekend camping experience for 120 clients in families with PKU
Florida Interagency State Family Network	70-80% of participants improved diets (average) ( the information submitted by individual county programs could not be compiled because each county used different evaluation tools.
Georgia Cooperative Extension	They were inconclusive.
Georgia University Department of Nutrition	No evaluation was completed in FY97.
Iowa Cooperative Extension	High satisfaction among participants; increased nutrition skills and knowledge; better budgeting skills.

**Table A-10 contd.  
Summary of Implementing Agency Evaluation Findings**

<b>Implementing Agency</b>	<b>Summary of Evaluation Results</b>
Iowa Department of Health	The conferences were well received by the Aides.
Idaho Cooperative Extension	Participants in program less frequently reported skipping meals or running out of food. Participants reported positive behavior changes in food buying and food security, positive changes in food safety and recommended healthy eating practices, positive changes in managing money and debt and improved communications within the family regarding food choices and handling money.
Illinois Cooperative Extension	Meeting people where they are and basing education on where they are and where they want to go. Values the client and teaches personal responsibility.
Indiana Cooperative Extension	Results of the participant surveys returned show a shift toward adoption of positive healthy choices following a series of FNP lessons.
Kansas Cooperative Extension	Participants increased awareness of at least one principle of the Food Guide Pyramid (FGP), improvements in food resource management, and improved food safety skills.
Massachusetts Cooperative Extension	Elders changed some food safety practices and increased variety in diet.
Maine DHSTI/ Cooperative Extension	We found there was change (positive) in the individuals' increased knowledge regarding diet and nutrition. There was positive improvement in food resource management and nutrition practices.
Maine Bureau of Elderly	Home delivered meal recipients had a higher percentage of moderate nutritional risk and high nutritional risk seniors than congregate meal participants; most common risks were eating alone, polypharmacy, inability to cook, shop or feed themselves; younger seniors (60-75yrs) reported that they did not have enough money for food than older seniors (76+yrs.); seniors preferred to receive or continue to receive nutrition information by tasting foods, written materials, and in group settings, also appropriate were visuals, cooking foods and games, and least acceptable were phone calls
Maine Nutrition Network	Positive responses by teachers using Team Nutrition

**Table A-10 contd.  
Summary of Implementing Agency Evaluation Findings**

<b>Implementing Agency</b>	<b>Summary of Evaluation Results</b>
Michigan Cooperative Extension	Demographic data clearly indicate the majority of participants are low income and diverse regarding ethnicity, age, and family composition. Data from the pre- and post-assessments of participants' food and nutrition behaviors indicate the need for the programs and the program's impact. Significant differences were found in almost all of the goal areas of the learning tool, including food safety, budgeting, food preparation, planning, basic nutrition (Food Guide Pyramid and eating breakfast), and using food labels. Participants reported high levels of satisfaction and helpfulness that focused around basic nutrition, food preparation, and food safety. Instructors reported high levels of effectiveness on the majority of the participants and rated the use of the curriculum high. Significant relationships were found between the learning tool, the participants' perspective of program satisfaction and helpfulness, and the instructors' assessment of both the effectiveness of the program and curriculum. Overall, the results of the evaluation indicate the programs make a difference in the lives of the participants through increased knowledge and skills that changed behaviors. In addition, the results clearly indicate ERIB III is effective and works well with the target population and that instructors are a major part of the teaching. (from website)
Minnesota Food & Nutrition Network	Grocery intervention participants increased consumption of F&V, grains, or calcium-rich foods; safer food handling; cooking lower-fat dishes; improved food budgeting; increased nutrition knowledge
Missouri Cooperative Extension	Those completing the Family Nutrition lessons showed a solid understanding of the concepts taught.
North Dakota Cooperative Extension	2788 people attended food purchasing lessons; 1116 people surveyed (40%); 871 people reported saving money at the grocery store as a result of FNP lessons (78%). Savings ranged from \$1.00-\$20.00 per week.
Nebraska Cooperative Extension	1) 1613 families (5975 individuals) participated in program 2) 82% of the participants live at or below poverty level 3) 1543 contact with Native Americans 4) 236 graduates of program 5) Using the behavior checklist and conducting entry/exit 24-hour recalls on the graduates, the percentage who demonstrated acceptable practices at entry versus exit did improve in food resource management, nutrition, and food safety
New Hampshire Cooperative Extension & University	Conducted a quarterly evaluation of nutrition education plan activities (results not reported in mail survey)
New Jersey Cooperative Extension	No evaluations in FY97

**Table A-10 contd.  
Summary of Implementing Agency Evaluation Findings**

<b>Implementing Agency</b>	<b>Summary of Evaluation Results</b>
New Mexico Cooperative Extension	2500 families enrolled and 1187 graduated; increased nutrition knowledge and healthier dietary intake; improved food safety practices and meal planning.
Oregon Cooperative Extension	81% increase in knowledge about dietary recommendations contained in Food Pyramid Guide; 71% improved healthy eating practices using food labels to make food choices and planning meals; 90% increase in cooking meat and poultry until well done and refrigerate meats and dairy foods promptly; 66% improved or maintained effective food shopping practices. Nevertheless, about ½ of participants continue to run out of food periodically. Individuals with higher monthly income run out of food less often than those with more limited resources; 66% improved or maintained skill in food preparation; 62% of participants consume less food than recommended for age and gender as measured on 24hr recall, however, average calorie intake was higher for individuals who reported adequate food supplies through the month than those who almost always run out; Significant decrease in meat consumption from an average of 3.3 to 2.8 daily servings, as measured over two 24hr recalls; Participants describe significantly improved skills in each of 7 curriculum areas including food safety, preparing low-cost nutritious meals, and making food dollars last over entire month; 79% reported their family had enough to eat, although for almost half, the food was not always what they preferred. Families who reported hunger have significantly lower incomes than those who describe food security; 32% of Oregon FNP families are thriving. In addition to not running out of food, these families also have enough money to afford a variety of food. They have enough of the kind of foods they want to eat. On average, the monthly income for this group is \$11,305; 60% are safe, these families may run out of food sometimes but there is usually enough money for at least one nutritious meal/day. Families usually have enough, but not always the kings of food they want to eat. On average, the monthly income for this group is \$733; 8% are at risk, these families usually run out of food before month end and frequently there is not enough money for one nutritious meal/day. The average monthly income is \$636. Education level of our FNP participants averages 10.8 yr. (Range 7.5-11.9). Significant decrease over previous years.
South Carolina Cooperative Extension	8.7% of children get 5-A-Day; improvements in recognition of F&V by children after intervention; increase in willingness to taste fruits and vegetables after intervention
South Dakota Cooperative Extension	Increased number of participants; Increased knowledge of nutrition basics by participants; Increased program support by other organizations for FY98; Identified need for standardizing and strengthening evaluation component of FSNEP.
Texas Cooperative Extension	Data analysis performed on 17 before and after questions, in the statewide telephone survey, regarding food and nutrition and money management practices showed an increase in the frequency of preferred behavior from before attending the BLT program to after attending the program.
Virginia Cooperative Extension	Improvements in intakes of servings of the food guide pyramid, nutrient intake, and food behavior checklist.

**Table A-10 contd.  
Summary of Implementing Agency Evaluation Findings**

<b>Implementing Agency</b>	<b>Summary of Evaluation Results</b>
Vermont Welfare; Department of Health & Cooperative Extension	Improvement in nutrition knowledge and habits. Classes tended to be more effective when they were smaller and interactive.
Washington Cooperative Extension	Network Evaluation: 1) Reached target audience, but educational level quite high (food stamp recipients with children age 7-10); 2) 62% used recipes in brochures; 3) 53% used tips for eating together as a family; 4) People wanted more shopping tips.
Wisconsin Cooperative Extension	Findings based on county plans